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ABSTRACT

This curriculum guide describes courses included in business education programs in Louisiana high schools in terms of competencies that, when achieved, will enable the student to obtain employment. Five courses are described in the guide: Typewriting I and II, Shorthand I and II, and Clerical Office Practice. For each course, general performance objectives are given; the courses are further subdivided into phases and units with specific performance objectives and mastery criteria (e.g., "use good keystroking technique, space-bar technique, with a minimum of looking at fingers, and with quick carriage or carrier return, with an average of 1.6 on these techniques as observed and evaluated by the teacher"). Learning activities are suggested for each unit. In addition lists of resources for each course are provided, including suggested reading, state approved textbooks, supplementary materials, kits, and audiovisual materials. A bibliography is given for some of the courses. (KC)

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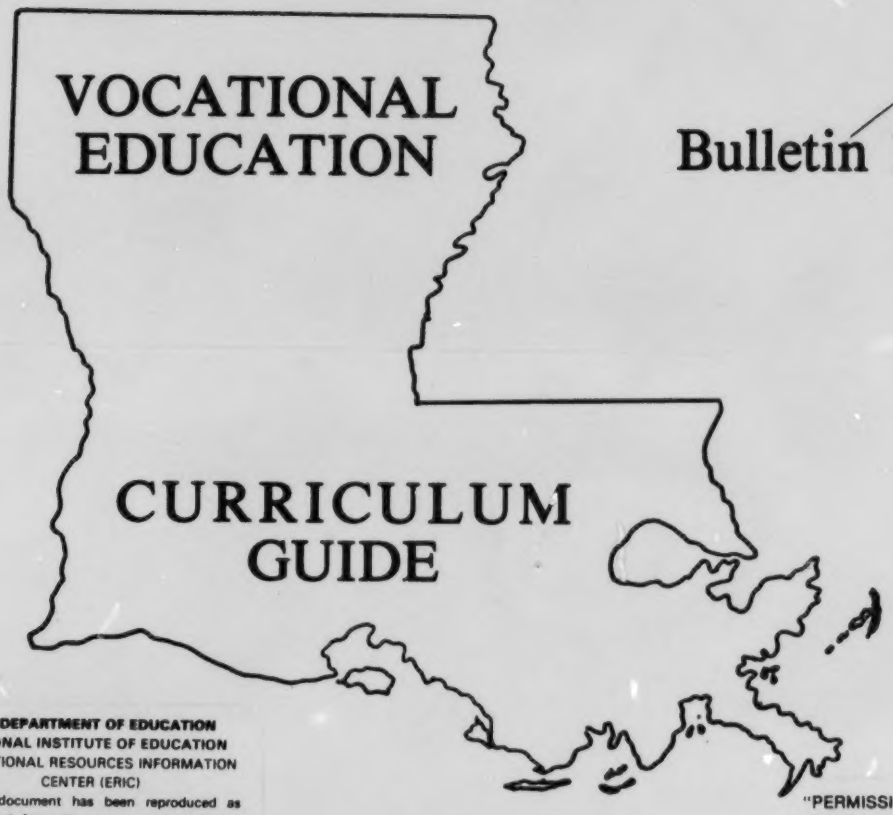

CURRICULUM GUIDE

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STATE OF LOUISIANA

DEPARTMENT OF EDUCATION

BULLETIN 1662

COMPETENCY-BASED BUSINESS EDUCATION
(Grade levels 9 - 12)

Issued by

Office of Vocational Education

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FOREWORD

This curriculum guideline, Competency-Based Business Education, was produced as a result of a project funded by the Louisiana State Department of Education to Northwestern State University of Louisiana. These units were developed with the assistance of Business Education teachers throughout the state of Louisiana and have been subjected to formal field testing and evaluation.

The instructional units of work included in this curriculum guide have been written to aid teachers in meeting the increasing and the changing needs of the students and of the job market. This guide lists specific objectives in terms of competencies that, when achieved, will enable the student to obtain employment.

J. KELLY NIX

ACKNOWLEDGEMENTS

All Louisiana business education teachers share a common concern: how to make teacher-learner efforts more productive. They recognize that each business education course offers its own challenge and they are committed to the promise that all students must be challenged.

These guidelines have one main goal--to give the teacher and the student as much help as possible in achieving competency-based education. The future holds an opportunity for the young people of Louisiana. These guidelines are a means to that future.

The following teachers, under the direction of Dr. Andrew H. Ferguson, Teacher-Educator at Northwestern State University of Louisiana, spent many hours writing, field testing, and finalizing these guidelines. They teach in all sizes of schools and in all areas of the state. They are: Phyllis Backa, Nell Barnes, Carolyn Barton, Jimmy T. Breeding, Janice Brossette, Kathryn Butler, Judy Carnline, Aletha Carriere, Erline Childers, Fran Clark, Gail Coleman, Sandra Collins, Yvonne Craig, Patricia Crawford, Joseph Crooks, Palmyre Dupre, Lynn Ellzey, Merle Ferrant, Josline Frank, Claudette Glapion, Vernetta Hall, Judy Holloway, Murry Johnson, Ruth Kay, Anna Keeth, Alvin Kelly, Lena Leviston, Betty Locke, Sonya Marcase, Mary Maroney, Peggy Maunoir, Jimmy Maynor, Geneviere Morgan, Sue Mott, Betty Nugent, Carolyn Peace, Deborah Pender, Linda Richardson, Sarah Shell, Dianne Stratton, Judy Thompson, Mazelle Turner, Judy Weisgerber, Larry Williams, Minnie Williams, and Bernel Willis.

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TYPEWRITING I

COURSE DESCRIPTION

Typewriting is a communication skill--a medium to express thoughts, ideas, plans, and facts in words and figures. The four basic components of all typewriting ability are: (1) technique (touch control and correct operation of machine mechanisms), (2) knowledge of essential typewriting application skills (such as word division, punctuation, and spacing), (3) straight-copy speed and accuracy, and (4) production skills.

Typewriting contributes to the objectives of the entire school. The student learns to perform in an orderly manner--planning before working, starting to work promptly, following directions, and self-evaluating performance. Typewriting contributes to the development of basic skills of reading, writing, listening to directions, following directions, and mathematical computations.

Typewriting also contributes to the objectives of career education, in particular, assuring the opportunity for all persons to gain an entry-level marketable skill prior to leaving school. The end results are that the learner will produce a reasonable amount of usable material within a reasonable period of sustained effort.

Minimum acceptable performance is the average level of performance that should be reached before the next unit of work is undertaken.

Prerequisites for the course are that a student should have maintained average or above average grades in English and math and has finely coordinated muscular movement.

PHASE I

LEARNING THE KEYBOARD

Time Element: 4-6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase I, the student should be able to:

1. establish a standard procedure for getting ready to type--make machine adjustments, insert paper, and take proper typing position;
2. learn letter-key location;
3. develop correct keystroking patterns on alphabetic copy;
4. initiate correct technique in operating the basic service keys;
5. develop keystroking continuity; and
6. develop proficiency in proofreading habits.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: The Letter Keys (Time Element: 15 days)

Upon or before completion of this unit, the student should be able to:

1. type an alphabetic sentence for 1 minute at a minimum rate of 12 gwam, using material similar to the alphabetic or an all-letters line in the warm-up practices;

2. use good keystroking technique, space-bar technique, with a minimum of looking at fingers, and with quick carriage or carrier return with an average of 1.6 on these techniques as observed and evaluated by the teacher;

3. type an easy straight copy sentence for 1 minute at a minimum rate of 14 gwam, using material similar to the easy sentence line in the warm-up practices with no recognition of errors and the teacher observing students' techniques;

4. type easy straight-copy paragraph material, using proper techniques, for 2 minutes at a minimum rate of 12 gwam (errors disregarded), using material with a 1.0 syllable intensity, 4.2 average word length, and 98 percent of high frequency words, or very easy copy.

Learning Activities for Unit 1

Drills on letters, phrases, and alphabetic sentences

Technique drills

Easy paragraph material for 1 and 2 minute writings

Unit 2: Improving Typing Motions (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type alphabetic sentences for 1 minute with good keystroking technique, with good space-bar technique, with proper shift-key and return technique, as measured by a minimum rate of 16 gwam with no recognition of errors and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

2. type easy straight-copy paragraph material for 2 minutes at a minimum rate of 15 gwam (errors disregarded), using easy copy with a 1.3 syllable intensity, 5.2 average word length, and 90 percent high frequency words;

3. demonstrate good technique while typing straight-copy material of 1.4 syllable intensity, 5.4 average word length, and 85 percent high frequency words, or low-average material, with all letters used, with a score of 1.6 on the following techniques as observed and evaluated by the teacher: (a) quick, sharp keystroking, (b) efficient space-bar operation, (c) proper shift-key control, (d) correct carriage or carrier return without hesitation, and (e) continuity of typing.

Learning Activities for Unit 2

Technique drills

Easy, alphabetic sentence drills

Easy, straight-copy paragraph material

Unit 3: Improving Typewriting Speed/Control (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type a balanced-hand sentence for 1 minute with good keystroking technique, with proper use of service keys, and with continuity (uninterrupted carriage or carrier movement) as measured by a minimum rate of 25 gwam with no recognition of errors and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

2. type a one-hand sentence for 1 minute with fingers curved and upright (not slanting), with hands and arms quiet--almost motionless, and at a steady, uninterrupted pace as measured by a minimum rate of 20 gwam with no recognition of errors and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

3. type easy, straight-copy paragraph material, using proper techniques, for 1 minute as measured by a minimum of 24 gwam with a maximum of 4 errors; for 2 minutes as measured by a minimum rate of 22 gwam with a maximum of 6 errors; and for 3 minutes as measured by a minimum rate of 20 gwam with a maximum of 8 errors; and also as measured by the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points.

Learning Activities for Unit 3

Balanced-hand and one-hand sentences

Easy, straight-copy paragraph material for timed writings

PHASE II

STATISTICAL TYPING AND BASIC APPLICATIONS

Time Element: 5-6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase II, the student should be able to:

1. type figures and basic symbols by touch and with good techniques;
2. type straight, script, rough draft, and statistical copy with good techniques, and acceptable speed and accuracy; and
3. apply basic skills in preparing simple personal and business letters.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: The Figure Keys (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of low-average difficulty for 1 minute as measured by a minimum rate of 26 gwam with no recognition of errors and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

2. type straight-copy paragraph material of low-average difficulty for 3 minutes as measured by a minimum rate of 22 gwam with a maximum of 8 errors and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

3. type script, rough-draft, and statistical paragraph material of low-average difficulty for 1 minute as measured by acceptable minimum levels of transfer: script, 81%; rough-draft, 76%; and statistical copy, 76%; and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points.

Learning Activities for Unit 1

Low-average, straight-copy paragraph material for 1, 2, and 3 minute writings

Low-average, script, rough-draft, and statistical paragraph material for 1 minute writings

Unit 2: Centering Memorandums and Announcements (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material for 3 minutes as measured by a minimum rate of 25 gwam with a maximum of 8 errors and the observation of the teacher, using the Technique Check Sheet with a minimum of 1.6 points;

2. type in proper form an informational memo, center an announcement horizontally and vertically, and type 2 rough-draft paragraphs of approximately 75 words within 30 minutes, using proper techniques, as measured by the number of problems typed with a minimum of 2 problems and the observation of the teacher using a Technique Check Sheet with a minimum of 1.6 points.

Learning Activities for Unit 2

Low-average, straight-copy paragraph material for 3-minute writings

Informational memorandum

A simple announcement to be used for centering exercises

Rough-draft paragraphs having approximately 75 words

Unit 3: The Basic Symbols (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of low-average difficulty for 3 minutes as measured by a minimum rate of 25 gwam with a maximum of 8 errors;

2. type statistical paragraph material of low-average difficulty for 3 minutes as measured by a minimum rate of 18 gwam with a maximum of 9 errors;

3. type a 1-minute writing on a straight-copy paragraph, a script paragraph, a rough-draft paragraph, and a statistical paragraph (all of low-average difficulty) as measured by a minimum of the following percentages of transfer: script, 86%; rough-draft, 81%; and statistical, 81%.

Learning Activities for Unit 3

Symbol drills

Low-average, straight, script, rough-draft, and statistical paragraphs for 1-minute writings

Low-average, straight copy paragraph material for 3 minute writings

Low-average, statistical paragraph material for 3 minute writings

Unit 4: Personal Communication (Time Element: 8 days)

Upon or before completion of this unit, the student should be able to:

1. type a 1-minute writing on a straight-copy paragraph of average difficulty as measured by a minimum rate of 27 gwam with a maximum of 2 errors;

2. type a 3-minute writing on straight-copy paragraphs of average difficulty as measured by a minimum rate of 25 gwam with a maximum of 7 errors;

3. type a 1-minute writing on a statistical paragraph of average difficulty as measured by a minimum rate of 19 gwam with a maximum of 3 errors;

4. type a 3-minute writing on statistical paragraphs of average difficulty as measured by a minimum rate of 17 gwam with a maximum of 8 errors.

5. demonstrate ability to type in acceptable style (with errors erased and corrected and words properly divided at line endings) a personal letter and a short report with centered heading as measured by the quality of the problems typed with a maximum of 4 uncorrected errors.

Learning Activities for Unit 4

Average, straight-copy paragraphs for 1- and 3-minute writings

Average, statistical paragraphs for 1- and 3-minute writings

A short report with centered heading

A personal letter

Unit 5: Performance Evaluations (Time Element: 4 days)

Upon or before completion of this unit, the student should be able to:

1. type a 3 minute writing on straight-copy paragraphs as measured by a minimum rate of 24 gwam with a maximum of 7 errors;

2. demonstrate centering skills of typing a centered announcement (with errors corrected) in 8 minutes as measured by average quality of the problem typed based on the teacher's judgment;

3. demonstrate report typing skills (with errors erased and corrected) in 20 minutes as measured by average quality of the problem typed based on the teacher's judgment;

4. type a 3-minute statistical paragraph writing as measured by a minimum rate of 17 gwam with a maximum of 8 errors;

5. type 2 personal/business letters (with errors erased and corrected) in 20 minutes as measured by average quality of the problems typed based on the teacher's judgment.

Learning Activities for Unit 5

Average, straight-copy paragraphs for 3-minute writings

A centered announcement

A simple report

Average, statistical paragraph for 3 minute writing

Personal/business letters

OPTIONAL: At this time, the student may type the exercises of Achievement Test 2 (Century 21, T70 or T-80) or similar test material for evaluating achievement levels attained in Lessons 1 through 50.

PHASE III

INTRODUCTION TO BUSINESS TYPING

Time Element: 5-6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase III, the student should be able to:

1. build basic keystroking skills to higher levels of speed and accuracy for longer durations;
2. improve skill transfer to script, rough-draft, and statistical copy (including short problems);
3. improve efficiency in typing business letters, tables, outlines, and unbound reports (with and without footnotes), and
4. improve "compose at the typewriter" ability.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Business Letters (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 25 gwam with a maximum of 13 errors;

2. type a business letter of 140 standard words in modified block style, with block paragraphs and open punctuation (errors erased and corrected) as measured by a maximum of 15 minutes to complete the letter with average quality based on the judgment of the teacher.

Learning Activities for Unit 1

Average, straight-copy paragraph material for 5-minute writings

Modified block style letter with open punctuation having approximately 140 standard words.

Unit 2: Simple tables (Time Element: 8 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 26 gwam with a maximum of 10 errors;

2. type an approximate 84-word, 3-column table from rough-draft copy (errors erased and corrected) as measured by a maximum of 20 minutes to type the problem with the teacher observing students' techniques.

Learning Activities for Unit 2

Average, straight copy paragraph material for 5 minute writings

A 3-column, rough-draft table with approximately 84 words

Unit 3: Outlines and Short Reports (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 27 gwam with a maximum of 10 errors (or 21 nwam) and teacher observation of students' techniques;

2. type rough-draft and statistical paragraph material of average difficulty for 3 minutes as measured by the following percentages of transfer: rough-draft, 85% of straight-copy gwam; statistical, 80% of straight-copy gwam, and the observation of the teacher on techniques of students;

3. type an approximate 347 standard-word report with footnote in unbound form in 20 minutes as measured by the number of words typed with a minimum of 276 typed words and the observation of the teacher on techniques.

Learning Activities for Unit 3

Average, straight-copy paragraph material for 5-minute writings

Average, rough-draft and statistical paragraph material for 3-minute writings

An unbound report with footnotes having an approximate standard-word count of 347 words

Unit 4: Performance Evaluation (Time Element: 3 days)

Upon or before completion of this unit, the student should be able to:

1. type a 5-minute rough-draft paragraph writing as measured by a minimum of 71% of transfer from straight-copy gwam and the observation of the teacher using the Technique Check Sheet with a minimum of 1.6 points;

2. type 3 personal/business letters (with errors erased and corrected) within 30 minutes as measured by the number of problems typed with a minimum of 2 typed problems and the teacher's observation of techniques;

3 type a 5-minute statistical-copy writing as measured by a minimum of 66% of transfer from straight-copy;

4. type centered announcements and tables (with errors erased and corrected) within 30 minutes as measured by the number of problems typed with a minimum of 2 out of 3 problems and the observation of the teacher on techniques;

5. type a 5-minute straight-copy paragraph writing as measured by a minimum of 24 gwam with a maximum of 10 errors (or 21 nwam) and the observation of the teacher on techniques;

6. type unbound reports with footnotes (with errors erased and corrected) of approximately 360 words within 30 minutes as measured by a minimum of 266 words typed and the observation of the teacher on techniques.

Learning Activities for Unit 4

Rough-draft paragraph material for 5-minute writings

At least 3 personal/business letters

Statistical paragraph material for 5-minute writings

At least 3 centered announcements and tables

Average, straight-copy paragraph material for 5-minute writings

Unbound reports with footnotes having approximately 360 words

OPTIONAL: The student may now type the exercises of Achievement Test 3 (Century 21, T70 or T80) or similar test material to evaluate achievement attained in Lessons 1 through 75.

PHASE IV

DEVELOPING WORD PROCESSING POWER

Time Element: 6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase IV, the student should be able to "develop word processing power" through:

1. the use of improved technique and practice patterns;
2. increased basic skills (speed/accuracy) on straight, statistical, rough-draft, and script copy;
3. the use of the typewriter as a catalytic learning instrument;
4. improved composing and related English skills;
5. Increased application skill on personal/business letters; and
6. establishing a standard, efficient pattern of making machine adjustments and of getting ready to type.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Improving Typing Techniques and Basic Skills (Time Element: 10 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 27 gwam with not more than 10 errors (or 21 nwam);

2. type rough-draft paragraph material of average difficulty for 5 minutes at a minimum rate of 22 gwam with not more than 10 errors;

3. type statistical paragraph material of average difficulty for 5 minutes at a minimum rate of 19 gwam with not more than 10 errors;

4. demonstrate that he/she can operate the typewriter with:

   (a) good keystroking techniques using appropriate response patterns on one-hand and balanced-hand words;

   (b) good (down-and-in) space-bar motion;

   (c) efficient shift-key action;

   (d) quick return technique, without pausing before or after the return motion; and

   (e) efficient tabulator control as observed and rated by the teacher.

Learning Activities for Unit 1

Average, straight-copy paragraph material for 5-minute writings

Average, rough-draft paragraph material for 5-minute writings

Average, statistical paragraph material for 5-minute writings

Technique drills

Unit 2: Using the Typewriter for Special Learnings (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. demonstrate ability to center and type copy on lines of varying length as measured by average quality of work produced based on the teacher's judgment;

2. demonstrate ability to arrange and type copy on postal cards or paper cut to postal-card size with work being of average quality based on the teacher's judgment;

3. demonstrate ability to arrange and type columnar headings and columnar entries in proper form using the "backspace from center" method with average quality being judged by the teacher;

4. demonstrate ability to arrange a table in acceptable form (as evaluated by the teacher) on a full sheet. The table should be of average quality;

5. demonstrate ability to type a special table in acceptable form (as evaluated by the teacher) on a half sheet of paper, showing all knowledge of steps to take to correct common typing errors. The table should be of average quality.

Learning Activities for Unit 2

Lines of varying lengths for centering exercises

Post card copy

Drills on columnar headings and entries

Tables for full and half sheets

Unit 3: Personal/Business Letters (Time Element: 8 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 27 gwam with not more than 10 errors;

2. type statistical-copy paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of straight-copy gwam (as determined in Objective 1), with no more than 10 errors;

3. arrange and type modified block letters with indented paragraphs (errors corrected) for 20 minutes at a minimum rate of 14 N-PRAM (net production rate a minute);

4. arrange and type block style letters (errors corrected) for 20 minutes at a minimum rate of 15 N-PRAM.

Learning Activities for Unit 3

Average, straight-copy paragraph material for 5-minute writings

Average, statistical paragraph material for 5-minute writings

Modified block letters with indented paragraphs

Block style letters

Unit 4: Performance Evaluation (Time Element: 2 days)

Upon or before completion of this unit, the student should be able to:

1. type rough-draft paragraph copy for 5 minutes at a minimum rate of 20 gwam with not more than 10 errors;

2. compute gwam and errors on two 5-minute writings on straight copy with a minimum acceptable level of performance of 28 gwam with not more than 10 errors (or 22 nwam). The best score will be used;

3. type a 20-minute production writing on letters, erase and correct errors during the typing of the problems, proofread each letter before removing it from the machine, and correct any additional errors. Finally, determine an N-PRAM with a minimum level of acceptance being 15 N-PRAM.

Learning Activities for Unit 4

Rough-draft paragraph copy for 5-minute writings

Straight-copy paragraph material for 5-minute writings

Letter production exercises

PHASE V

DEVELOPING PERSONAL/PROFESSIONAL TYPING SKILLS

Time Element: 6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase V, the student should be able to "develop personal/professional typing skills" by meeting three major goals:

1. to improve related communication skills--number expression, capitalization, and punctuation;

2. to improve and extend application skills to unbound manuscripts with side and paragraph headings and footnotes; and

3. to extend application skills to leftbound manuscripts with side headings and footnotes, and to longer, more complex tables.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Manuscripts/Reports (Time Element: 10 days)

Upon or before completion of this unit, the student should be able to:

1. demonstrate that he/she can touch-type (without looking at the typewriter keys) commonly used symbols and the less frequently used & (ampersand), * (asterisk), and # (number and pound sign);

2. demonstrate that he/she can apply number typing guides with 80 percent accuracy;

3. demonstrate that he/she can apply capitalization guides with 80 percent accuracy;

4. demonstrate that he/she can arrange correctly and type (with errors corrected) a 2-page unbound manuscript with side and paragraph headings from model and unarranged copy with work being of average quality based on the teacher's judgment.

Learning Activities for Unit 1

Drills on commonly used symbols and less frequently used symbols such as the ampersand, asterisk, number and pound sign

Drills on number guides

Drills on capitalization guides

Two-page unbound manuscript with side and paragraph headings using model and unarranged copy

Unit 2: Speed/Accuracy Emphasis (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy material of average difficulty for 5 minutes at a minimum rate of 30 gwam with not more than 8 errors (or 23 nwam);

2. type statistical paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of his straight-copy gwam (as determined in Objective 1) with no more than 8 errors;

3. type rough-draft paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of his straight-copy gwam (as determined in Objective 1) with no more than 8 errors;

4. demonstrate that he/she can operate the typewriter with:

   (a) good keystroking techniques using appropriate response patterns on one-hand and balanced-hand words;

   (b) good (down-and-in) space-bar motion;

   (c) efficient shift-key action;

   (d) quick return technique without pausing before or after the return motion; and,

   (e) efficient tabulator control (as observed and rated by the teacher).

Learning Activities for Unit 2

Average, straight-copy paragraph material for 5-minute writings

Average, statistical paragraph copy for 5-minute writings

Average, rough-draft paragraph material for 5-minute writings

Technique drills

Unit 3: Tabulation (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 30 gwam with not more than 8 errors (or 24 nwam);

2. type statistical paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of his straight-copy gwam (as determined in Objective 1) with no more than 8 errors;

3. type a 20-minute tabulation production writing at a minimum rate of 10 N-PRAM (all errors corrected).

Learning Activities for Unit 3

Average, straight-copy paragraph material for 5-minute writings

Average, statistical paragraph material for 5-minute writings

Production on tabulation problems

Unit 4: Performance Evaluation (Time Element: 2 days)

Upon or before completion of this unit, the student should be able to:

1. demonstrate that he/she can type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 30 gwam with not more than 8 errors (or 24 nwam);

2. demonstrate that he/she can type statistical rough-draft paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of his straight-copy rate (as determined in Objective 1) with no more than 8 errors;

3. demonstrate that he/she can apply punctuation guides with 80 percent accuracy;

4. demonstrate that he/she can type a 2-column table (with main heading and a source note) and a 3-column boxed table (with main heading, columnar headings, and a source note) within 30 minutes with a minimum of 80 percent accuracy, or 10 N-PRAM;

5. type a 1-page leftbound report (with quotations and footnotes) within 30 minutes and in acceptable form (correct top, side, and bottom margins; proper spacing and arrangement of footnotes; errors erased and neatly corrected) with 80% accuracy, or 15 N-PRAM.

Learning Activities for Unit 4

Average, straight-copy paragraph material for 5-minute writings

Average, statistical, rough-draft paragraph material for 5-minute writings

Evaluation exercises on punctuation guides

Two- and three-column tables with main heading, columnar headings, and source note with one of the tables boxed

A 1-page leftbound manuscript with quotations and footnotes

PHASE VI

IMPROVING PROFESSIONAL TYPING SKILLS

Time Element: 6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase VI, the student should be able to :

1. improve basic typing techniques to a high level of refinement;
2. increase keystroking speed and improve accuracy;
3. improve proofreading skills;
4. improve composition ability;
5. increase skill transfer on problem copy as well as on paragraphs;
6. demonstrate special office applications of typewriting knowledge and skill in the typing of letters, reports, and tables;
7. integrate the application of typewriting knowledge and skill in the typing of letters, reports, and tables; and
8. recognize the importance of employment application activities (personal data sheet, letter of application, and job tasks that must often be completed in pre-employment tests).

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Speed/Accuracy Emphasis (Time Element: 1 week)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 31 gwam with not more than 8 errors (or 25 nwam);

2. demonstrate that he/she can operate the typewriter with good techniques using:

   (a) correct hand- and finger-position (curved, upright fingers over the home keys);

   (b) correct space-bar motion (fast down-and-in spacing stroke without waste motion);

   (c) correct shift-key operation (quick shift-key reaches without waste motion);

   (d) proper return technique (quick return and start on the new line); and

   (e) quick, snap keystrokes using appropriate response patterns (easy words by word response; longer, one-hand words by letter or stroke response; and copy containing both balanced- and one-hand words by combination response) as observed by the teacher.

Learning Activities for Unit 1

Average, straight-copy paragraph material for 5-minute writings

Technique skills

Unit 2: Special Office Application (Time Element: 1 Week)

Upon or before completion of this unit the student should be able to:

1. type straight-copy paragraphs of average difficulty for 5 minutes at a minimum rate of 31 gwam with not more than 8 errors (or 25 nwam);

2. type statistical, rough-draft paragraph material of average difficulty for 5 minutes at a rate of at least 80 percent of straight-copy speed achieved in Objective 1 with no more than 8 errors;

3. demonstrate that he can:

   (a) produce usable or mailable business papers in good form with all errors corrected;

   (b) organize supplies for efficient work completion;

   (c) organize and plan work so that a job task is completed without waste of time, moving from one work assignment to the next; and

   (d) organize and present completed work in proper sequence to facilitate evaluation by the teacher.

Learning Activities for Unit 2

Average, staight-copy paragraph material for 5-minute writings

Average, statistical, rough-draft paragraph material for 5-minute writings

A variety of business papers, forms, and envelopes

Unit 3: Letters/Reports/Tables (Time Element: 2 weeks)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes at a minimum rate of 32 gwam with not more than 8 errors (or 26 nwam);

2. type statistical, rough-draft paragraphs of average difficulty for 5 minutes at a rate of at least 80 percent of straight-copy gwam achieved in Ojbective 1, with no more than 8 errors;

3. demonstrate that he can arrange and type a 4-column table with main and columnar headings in usable or mailable form from semi-arranged copy within 30 minutes with 80% accuracy or 10 N-PRAM;

4. demonstrate that he can arrange and type a form letter with fill-ins in acceptable or mailable form from unarranged copy within 20 minutes with 85% accuracy;

5. demonstrate that he can arrange and type an unbound report with side headings, tables, and footnotes in acceptable or mailable form from semi-arranged copy in a reasonable period of time with 80% accuracy, or 15 N-PRAM.

Learning Activities for Unit 3

Average, straight-copy paragraph material for 5-minute writings

Average, statistical, rough-draft paragraph material for 5-minute writings

Four-column table with main and columnar headings

Letters and form letters with fill-ins from unarranged copy

Unbound report with side headings, tables, and footnotes having semi-arranged copy

Unit 4: Measuring Typewriting Competence (Time Element: 1 week)

Upon or before completion of this unit, the student should be able to:

1. type the technique evaluation activity while the teacher observes and rates each student's techniques according to the factors listed on the Technique Sheet with a minimum acceptable performance of 1.6 points, or grade equivalent of "C";

2. type two 5-minute writings, straight-copy material, determine gwam and number of errors on each, and report the better score. Minimum acceptable performance is 34 gwam with not more than 8 errors (or 28 nwam);

3. type a 20-minute production timing on letters and determine n-pram with a minimum acceptable performance of 16 N-PRAM;

4. type a 20-minute production timing on a table and determine n-pram with a minimum acceptable performance of 10 N-PRAM;

5. type two 5-minute writings on statistical paragraphs and determine gwam and errors on each writing and report the better score, with a minimum acceptable performance of 26 gwam with not more than 8 errors (or 21 nwam);

6. type the check-related-learning-skill activity with a minimum acceptable performance of 80 percent of the sentences correctly typed;

7. take the administered dictated spelling checkup making the machine adjustments as directed, then close book and type the words from the teacher's dictation. When all words have been dictated, the teacher will spell each one and students will mark any spelling erors made. Minimum acceptable performance is 80 percent of the words spelled correctly.

Learning Activities for Unit 4

Technique evaluation activities

Average, straight-copy paragraph material for 5-minute writings

Letter production exercises

Production exercises on tables

Statistical paragraph material for 5-minute writings

Related learning-skill activity exercises

Dictated spelling checkup

Letter of application (composition exercise)

Personal data sheet (composition exercise)

Employment application form

RESOURCES

Anderson, Ruth I., Lura Lunn Straub, and E. Dana Gibson. The Prentice-Hall Word Finder. Englewood Cliffs: Prentice-Hall, Inc.

Byer. 10,000 Medical Words. New York: Gregg Division McGraw-Hill Book Company.

Douglas, Lloyd V., James T. Blanford, and Ruth I. Anderson. Teaching Business Subjects, 3rd Ed., Englewood Cliffs: Prentice-Hall, Inc. 1973.

Gavin, Ruth E., and William A. Sabin. Reference Manual For Stenographers and Typists. New York: Gregg/McGraw-Hill.

Harms, Harm, B. W. Stehr, and E. Edward Harris. Methods of Teaching Business and Distributive Education, 3rd Ed., Cincinnati: South-Western Publishing Company, 1972.

House, Clifford R., and Apollonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company.

Hutchinson, Lois I. Standard Handbook for Secretaries. New York: Gregg/McGraw-Hill Book Company.

Kurtz, Adams, and Vizeau. 10,000 Legal Words. New York: Gregg/ McGraw-Hill Book Company.

Leslie, Louis A. 20,000 Words Spelled and Divided for Quick Reference. New York: Gregg/McGraw-Hill Book Company.

Lessenberry, D.D., T. James Crawford, and Lawrence W. Erickson. Typewriting Style Manual. Cincinnati: South-Western Publishing Company.

Mulkerne and Andrews. Civil Service Tests for Typists. New York: Gregg/McGraw-Hill Book Company.

National Business Education Association. Relevance in Education of Today's Business Student. Eleventh Yearbook. Washington, D.C.: National Business Education Association, 1973.

National Business Education Association. Evaluation and Accountability in Business Education. Sixteenth Yearbook. Reston, Va.: National Business Education Association, 1978.

National Business Education Association. The Changing Office Environment. Eighteenth Yearbook. Reston, Va.: National Business Education Association, 1980.

National Zip Code Directory. Washington: Post Office Department Postal Service Regulations.

Robinson, Jerry W. (ed.) Strategies of Instruction in Typewriting. Cincinnati: South-Western Publishing Company, 1972.

Russon, Allien and S. J. Wanous. Philosophy and Psychology of Teaching Typewriting, 2nd Ed., Cincinnati: South-Western Publishing Company, 1973.

Siegfried, Typing Medical Forms. New York: Gregg/McGraw-Hill Book Company.

Silverthorn, J.E., and Devern J. Perry. Word Division Manual. Cincinnati: South-Western Publishing Company.

Teacher's Manual and Solutions may be secured from textbook publishers.

Thompson. Tabulation Typing. New York: Gregg/McGraw-Hill Book Company.

Tonne, Herbert A., Estelle L. Popham, and M. Herbert Freeman. Methods of Teaching Business Subjects. New York: McGraw-Hill Book Company, Inc., 1965.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corporation, 1969.

White, Jane F. and Burce G. Shank. Teaching Typewriting. Portland, Maine: J. Weston Walch, Publisher, 1964.

STATE APPROVED TEXTBOOKS

Type Right! A Complete Program for Business Typewriting (1979) (Feron-Pitman)

High School Typewriting, General Course, 1st Edition (1977) (Glencoe)

Working Papers--Set One (Glencoe)

Typing I, General Course (1977) (Gregg)

Learning Guides and Working Papers Parts 1-6 (Gregg)

Learning Guides and Working Papers 7-12 (Gregg)

Typing 300, Volume 1: General Course (1972) (Gregg)

Learning Guides and Working Papers for Parts 1-6 (Gregg)

Learning Guides and Working Papers for Parts 7-12 (Gregg)

Typewriting: A Mastery Approach for IBM Selectric Typewriters (1978) (Science Research)

Comprehensive Text (Science Research)

Working Papers (Science Research)

Transparency Masters (Science Research)

Century 21 Typewriting, Book 1, 2nd Edition (1977) (South-Western)

Laboratory Materials, Cycle 1 (1977) (South-Western)

Laboratory Materials, Cycle 2 (1977) (South-Western)

Tests 1-3 (1977) (South-Western)

Tests 4-6 (1977) (South-Western)

Typewriting Style Manual (1977) (South-Western)

Placement Test No. 1 (1977) (South-Western)

Placement Test No. 2 (1977) (South-Western)

Self-Paced Learning Activity Guide 1 (1978) (South-Western)

Self-Paced Learning Activity Guide 2 (1978) (South-Western)

Century 21 Typewriting, First-year Course (1972) (South-Western)

Laboratory Materials, Cycles 1 and 2 (South-Western)

Century 21 Typewriting, Complete Course, 2nd Edition (1977) (South-Western)

Instructional Tapes, Cycle 1 (1972) (South-Western)

Instructional Tapes, Cycle 2 (1972) (South-Western)

Instructional Tapes, Cycle 3 (1972) (South-Western)

Instructional Tapes, Cycle 4 (1972) (South-Western)

Century 21 Typewriting, Complete Course (1972) (South-Western)

SUPPLEMENTARY

Typing Power--Spelling Power (1975) (Bobbs-Merrill)

A Typing Sourcebook: Developing Student Skills (1978) (Bobbs-Merrill)

Teacher's Resource Kit (Bobbs-Merrill)

Multi-Ethnic Timed Writings (1978) (Forkner)

Transparencies for Typing I

Set A: Alphabetic Keyboard (1977) (Gregg)

Set B: Numbers and Symbols (1977) (Gregg)

Set C: Production (1977) (Gregg)

Complete Set (1977) (Gregg)

Keyboard Presentation Tapes (1977) (Gregg)

Typing Mailable Letters, 3rd Edition (1978) (Gregg)

Shadow Mountain Lodge: Typing Practice Set (1978) (Gregg)

Sidewalk Surfin': A Typewriting Simulation (1979) (Houghton Mifflin)

Typing from Rough Drafts (1978) (Milday Pub.)

Work Papers Packet (Workbook) (1977) (Milday Pub.)

Basic Typewriting Drills, 5th Edition (1978) (South-Western)

Business Letter Typing, 2nd Edition (1973) (South-Western)

Timed Writings About Careers, 2nd Edition (1975) (South-Western)

101 Typewriting Timed Writings, 3rd Edition (1971) (South-Western)

Snow Country Typewriting Practice Set, 1st Edition (1974) (South-Western)

Triple-Controlled Timed Writings, 1st Edition (1970) (South-Western)

Typewriting Office Practice, 5th Edition (1973) (South-Western)

Typewriting Speed/Control Builders, 1st Edition (1972) (South-Western)

KITS AND AUDIO-VISUAL MATERIALS

The Gregg Office Job Training Program Series (Gregg)

Typist Training Manual (1972) (Gregg)

Typist Resource Materials (1972) (Gregg)

Clerk-Typist Training Manual (1973) (Gregg)

Clerk-Typist Resource Materials (1973) (Gregg)

Typing Skill Drives (1974) (Gregg)

Tapes--Reel to Reel (Gregg)

Tapes--Cassette (Gregg)

Spelling Drills and Exercises, 2nd Edition (Gregg)

Tapes, 2nd Edition (Gregg)

Instructional Recordings for Typing 300, Keyboard Presentation (Gregg)

Reel to reel tapes (1972) (Gregg)

Cassettes (1973) (Gregg)

Insructional Recordings for Typing 300, Patterned Typing Procedures (1973) (Gregg)

Reel to reel tapes (Gregg)

Cassettes (Gregg)

Instructional Recordings for Typing 300, Speed and Accuracy Improvement Drills (1973) (Gregg)

Reel to reel tapes (Gregg)

Cassettes (Gregg)

Tempos to Type to--Cassettes (1974) (Gregg)

Typing 300, Production Transparencies (Gregg)

Volume 1 (1973) (Gregg)

Volume 2 (1974) (Gregg)

Reference Manual for Stenographers and Typists, 4th Edition (1970) (Hardcover) (Gregg)

Spelling Drills and Exercises, 2nd Edition, (1975) (Gregg)

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Lessenberry, D.D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting Teacher's Reference Guide (T-70 Series). South-Western Publishing Company, 1972.

Lessenberry, D.D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting Teacher's Reference Guide (T-80 Series). 2nd edition. South-Western Publishing Company, 1977.

Lloyd, Alan C., Fred W. Winger, and John L. Rowe. Gregg Typing I. Series Six General Course. McGraw-Hill Book Company, 1977.

Robinson, Jerry W., Lawrence W. Erickson, T. James Crawford, Lee R. Beaumont, and Arnola C. Ownby. Typewriting: Learning and Instruction. South-Western Publishing Company, 1979.

Russon, Allien R. and S.J. Wanous. Philosophy and Psychology of Teaching Typewriting, 2nd edition. South-Western Publishing Company, 1973.

TYPEWRITING II

COURSE DESCRIPTION

Typewriting II is a second year course that involves not only mental processes, but finely coordinated muscular movement. The course begins with an intensive skill performance checkup (including both basic and application knowledges and skills included in Typewriting I).

During this second year, emphasis is placed on: intensive letter production; competence on tables, business forms, and business reports; and special applications including two-way communication forms, memos, letters and reports with tables, telegraphic messages, and letters on special-size stationery.

The ending lessons provide a series of simulated office typing situations patterned after administrative, sales, purchasing, financial, executive, insurance, medical, technical, legal, and government offices. These represent capstone skills of vocational typewriting, test true competencies for today's offices, and qualify the student for employment as a professional typist upon successful completion of this course.

It should be understood that the minimum competencies specified in the performance objectives are based on the average student and constitute a "C" grade upon completion of Phases I through VI. Course prerequisites include an average of "C" or better in Typing I, English grammar, reading, and mathematical skills.

PHASE I

LETTER PRODUCTION

Time Element: 30 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase I, the student should be able to:

1. reinforce and extend problem and related learnings acquired previously;
2. increase efficiency in operating various machine parts;
3. improve skill in typing figures and symbols;
4. develop greater power in typing from script and rough-draft copy;
5. effect higher transfer of basic keystroking skill to statistical copy, script, and rough draft;
6. increase keystroking skill by adding 3-5 words a minute to the 5' rate while maintaining appropriate accuracy;
7. develop the ability to type letters in various styles including those containing special features; and
8. increase production ability in typing business letters according to the requirements of modern business offices.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Skill Performance Checkup (Time Element: 12 days)

Upon or before completion of this unit, the student should be able to:

1. type a technique improvement drill emphasizing machine parts with correct tabulating technique, quick return, efficient shift-key and shift-lock control, and correct backspacing technique as measured by the teacher's observation of these procedures;

2. type an alphabetic sentence for 1 minute as measured by a minimum rate of 40 gwam with not more than 2 errors;

3. type a figure/symbol sentence for 1 minute as measured by a minimum rate of 35 gwam with not more than 2 errors;

4. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 35-44 gwam within the error tolerance of 5-9 errors, or 29-38 nwam;

5. increase 5-minute straight-copy typing as measured by at least 2-3 gwam within the error tolerance of 5-9 errors;

6. demonstrate typing ability to transfer straight-copy skill to script copy, to statistical copy, and to rough-draft copy as measured by rates of 90%, 75%, and 80% respectively;

7. demonstrate ability to proofread and correct errors while typing a paragraph containing a variety of typewriting and related English errors as measured by 80% acuracy of needed correction.

Learning Activities for Unit 1

Drills emphasizing machine parts

Drill sentences emphasizing alphabet, figures, and symbols

Five minute timed writings (paragraph material) on straight copy, script copy, statistical copy, and rough-draft copy

Proofreading exercises

Unit 2: Business Letters (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type an alphabetic sentence for 1 minute as measured by a minimum rate of 43 gwam with not more than 2 errors;

2. type a figure/symbol sentence as measured by a minimum rate of 37 gwam with no more than 2 errors;

3. type a fluency sentence as measured by a minimum rate of 46 gwam with not more than 2 errors;

4. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 35-44 gwam within the error tolerance of 5-9 errors, or 29-38 nwam;

5. demonstrate ability to type a variety of business letters arranged in the three basic letter styles for 30 minutes as measured by a net production rate of at least 15 words a minute (N-PRAM) using unarranged copy reflecting ability to (a) assemble and prepare carbon copies; (b) make necessary corrections on both the original and the carbon copy; (c) address appropriate envelopes; and (d) use the correct format and punctuation specified for each letter.

Learning Activities for Unit 2

Drills emphasizing alphabet, figures, symbols, and fluency sentences

Five-minute timed writings on straight-copy paragraph material

Business letters (block, modified block, modified block with indented paragraphs) from unarranged copy with carbon copies and envelopes

Unit 3: Business Letters with Special Features (Time Element: 9 days)

Upon or before the completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 36-45 gwam within the error tolerance of 5-9 errors, or 30-39 nwam;

2. increase 2-minute typing rate on script and on rough-draft copy as measured by an increase of at least 3 gwam with not more than 4 errors;

3. demonstrate ability to type a variety of business letters containing special features (AMS, inverted paragraphs, side headings, mailing notations) for 30 minutes as measured by a net production rate of at least 12 words a minute (N-PRAM) or completion of 1 2/3 problems with all errors corrected.

Learning Activities for Unit 3

Five-minute timed writings on straight-copy paragraph material

Two-minute drills on script and rough-draft copy

Business letters with special features (AMS, inverted paragraphs, side headings, and mailing notations)

Unit 4: Measurement: Basic/Production Skills (Time Element: 2 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 36-45 gwam within the error tolerance of 5-9 errors, or 30-39 nwam;

2. demonstrate improved keystroking speed on a fluency sentence as measured by an increase of at least 5 gwam within the tolerance of 2 errors;

3. demonstrate ablity to type a variety of business letters (block with open punctuation, modified block with mixed punctuation, modified block with indented paragraphs and mixed punctuation) for 30 minutes as measured by a net production rate of at least 15 words a minute (N-PRAM) or completion of 1 3/4 problems with all errors corrected;

4. demonstrate ability to type a variety of business letters with special features (AMS, side headings, inverted paragraphs, open and mixed punctuation) for 30 minutes as measured by a net production rate of at least 12 words a minute (N-PRAM) or correct completion of 1 3/4 problems.

Learning Activities for Unit 4

Five-minute timed writings on straight-copy material of average difficulty

Fluency sentence drills

Business letters (block style with open punctuation, modified block with mixed punctuation, modified block with indented paragraphs and mixed punctuation)

Business letters with special features: AMS, side headings, inverted paragraphs, open and mixed punctuation

OPTIONAL: Upon completion of Phase I, the student should be able to type the exercises of Achievement Test 7 (Century 21, T70 or T80, or similar copy) as measured by a minimum score of 36-45 gwam on a 5 minute straight-copy timed writing within a 5-9 error tolerance (30-39 nwam), and 15-18 N-PRAM or 3 problems correctly completed in 35-minute production typing exercise.

SUGGESTED COPY FOR PHASE I OBJECTIVES

Unit 1	Obj. 1	151B, p. 233 (Century 21, T-70, South-Western) 151B, p. 249 (Century 21, T-8-, South-Western) Lesson 4, Goal B, p. 8-9 (Gregg Typing 2, Series Six)
	2	159A, Line 1, p. 243 (Century 21, T-70, South-Western) 155A, Line 1, p. 255 (Century 21, T-80, South-Western) Lesson 5, Warm-Up Review, Line 3 (Gregg Typing 2, Series Six)
	3	159A, Line 3, p. 243 (Century 21, T-70) 155A, Line 3, p. 255 (Century 21, T-80) Part 2, Number Review, p. 30 (Gregg Typing 2, Series Six)
	4	159C, p. 244 (Century 21, T-70) 155C, p. 256 (Century 21, T-80) Lesson 7, Pretest, p. 14 (Gregg Typing 2, Series Six)
	5	151C, p. 234 and 159C, p. 244 (Century 21, T-70) 151C, p. 250 and 155C, p. 256 (Century 21, T-80) Lesson 7, Pretest, p. 14 (Gregg Typing 2, Series Six)
	6	151C, p. 234; 152D, p. 236; 153C, p. 237; 154C, p. 238 (Century 231, T-70, South-Western) 152D, p. 252; 153D, p. 253; 154B, p. 254 (Century 21, T-80, South-Western) Review 2, p. 53 (Gregg Typing 2, Series Six)
	7	159D, p. 244 (Century 21, T-70)
Unit 2	Obj. 1	164A, Line 1, p. 251 (Century 21, T-70) 156A, Line 1, p. 257 (Century 21, T-80) Part 3, Line 2, p. 56 (Gregg Typing 2, Series Six)
	2	164A, Line 3, p. 251 (Century 21, T-70) 156A, Line 3, p. 257 (Century 21, T-80) Part 3, Line 3, p. 56 (Gregg Typing 2, Series Six)
	3	164A, Line 4, p. 251 (Century 21, T-70) 156A, Line 3, p. 257 (Century 21, T-80) Part 3, Line 1C, p. 56 (Gregg Typing 2, Series Six)
	4	159C, p. 244 (Century 21, T-70) 160B, p. 263 (Century 21, T-80) Lesson 19, p. 42 (Gregg Typing 2, Series Six)
	5	164B, p. 251 (Century 21, T-70) 161C, p. 264 (Century 21, T-80) Lesson 5, Lines 1 and 2, p. 10 (Gregg 2, Series Six)

Unit 3	Obj. 1	156D, p. 241 (Century 21, T-70) 167C, p. 271 (Century 21, T-80) Lesson 22, p. 49 (Gregg Typing 2, Series Six)
	2	165C, Paragraphs 1 and 2, p. 252 (Century 21, T-70) 186D, p. 298 and 189B, p. 302 (Century 21, T-80)
	3	171B, p. 259-260 (Century 21, T-70) 192B, p. 306-307 (Century 21, T-80)
Unit 4	Obj. 1	172B, p. 261 (Century 21, T-70) 173B, p. 279 (Century 21, T-80) Lesson 26, p. 59 (Gregg Typing 2, Series Six)
	2	164A, Line 4, p. 59 (Century 21, T-80) Part 4, Line 1C, p. 79 (Gregg Typing 2, Series Six)
	3	172C, p. 261-262 (Century 21, T-70) 174C, p. 281-282 (Century 21, T-80) Pages 230 and 238 (Gregg Typing 2, Series Six)
	4	173C, p. 263 (Century 21, T-70) 200C, p. 318 (Century 21, T-80)

PHASE II

TABLE/BUSINESS FORM/REPORT PRODUCTION

Time Element: 36 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase II, the student should be able to:

1. increase proficiency in typing figures and symbols;
2. increase skill in typing copy containing all letters of the alphabet;
3. increase the percent of transfer of keystroking skill revealed on writings from straight-copy to statistical, rough-draft, and script copy;
4. expand knowledge or related learnings required to type business problems according to commonly recognized acceptable procedures;
5. develop the ability to type problems involving the preparation of statistical tables, business forms, and business reports;
6. increase keystroking skill on 5-minute writings from straight-copy of average difficulty with appropriate accuracy;
7. increase skill in typing letter combinations and words involving special stroking patterns; and
8. develop the ability to prepare copy for duplication and for large mailings.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Arranging/Typing Tables (Time Element: 9 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 36-45 gwam within the error of tolerance of 5-9 errors, or 30-39 nwam;

2. demonstrate ability to type a series of statistical tables (including main and secondary headings, columnar headings, horizontal rulings, leaders, footnotes, and source notes) from semi-arranged form for 30 minutes as measured by a production rate of at least 10 words a minute (N-PRAM) or correct completion of at least 2 problems.

Learning Activities for Unit 1

Five-minute straight-copy paragraph material for timed writings

Statistical tables utilizing main and secondary headings, columnar headings, horizontal rulings, leaders, footnotes, and source notes

Unit 2: Selected Business Forms (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 37-46 gwam within the error tolerance of 5-9 errors, or 31-40 nwam;

2. type straight-copy paragraph material of average difficulty for 10 minutes as measured by a minimum rate of 36-45 gwam within the error tolerance of 5-9 errors, or 30-39 nwam (-1 for each error);

3. demonstrate ability to type a series of commonly used business forms (purchase order, bill of lading, and an invoice) for 30 minutes as measured by a net production rate of at least 10 words a minute (N-PRAM) or by correct completion of 2 problems.

Learning Activities for Unit 2

Five- and ten-minute straight-copy paragraph material for timed writings

Business forms: purchase order, bill of lading, and an invoice

Unit 3: Business Reports (Time Element: 8 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 38-47 gwam within the error tolerance of 5-9 errors, or 32-41 nwam;

2. type straight-copy paragraph material of average difficulty for 10 minutes as measured by a minimum rate of 37-46 gwam within the error tolerance of 5-9 errors, or 31-40 nwam (-1 for each error);

3. type, in correct style, a series of report problems (table of contents, 2-page report manuscript, and a 3-column statement of financial condition) for 30 minutes as measured by a net production rate of at least 12 words a minute (N-PRAM) or completion of 1 2/3 problems.

Learning Activities for Unit 3

Five- and ten-minute straight-copy paragraph material for timed writings

Reports: table of contents, 2-page report manuscript, and a 3-column statement of financial condition

Unit 4: Reproduction Typing (Time Element: 9 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty for 5 minutes as measured by a minimum rate of 39-48 gwam within an error tolerance of 5-9 errors, or 33-42 nwam;

2. type straight-copy paragraph material of average difficulty for 10 minutes as measured by a minimum rate of 38-47 gwam within the error tolerance of 5-9 errors, or 32-41 nwam (-1 for errors);

3. type statistical paragraph copy for 3 minutes as measured by a range of 75-85% transfer of the rate of straight-copy of the same vocabulary difficulty;

4. Although no formal performance objective is presented for the production problems of this unit, the student must realize that it is very important to examine completed production work before it is reproduced (fluid, mimeograph ink, or photocopied) to assure top quality copies. In this case, accuracy is stressed more than speed.

Learning Activities for Unit 4

Five- and ten-minute straight-copy paragraph material for timed writings

Three-minute statistical paragraph copy

Ditto, mimeograph, and photocopy exercises using appropriate supplies and equipment

Unit 5: Measurement: Basic/Production Skills (Time Element: 3 days)

During this unit, the student should be able to:

1. demonstrate ability to transfer straight-copy skill to statistical, rough-draft, and script copy as measured by the following rates respectively: 80%, 75%, and 90%;

2. type straight-copy paragraph material for 5 minutes as measured by a minimum rate of 39-48 gwam within an error tolerance of 5-9 errors, or 33-42 nwam;

3. type production material (leftbound report, ruled table with notes, topbound report, and boxed table) in 35 minutes as measured by an N-PRAM production rate of at least 12-15 words a minute or correct completion of at least 2 problems;

4. type a 30-minute production on business forms (purchase order, bill of lading, and invoices) as measured by N-PRAM of at least 10 words a minute or the correct completion of at least 3 problems.

Learning Activities for Unit 5

Straight-, statistical-, rough-draft-, and script-copy paragraph material for timed writings

Production exercises emphasizing leftbound report, ruled table with notes, topbound report, boxed table, purchase order, bill of lading, and invoices

OPTIONAL: Upon completion of Phase II, the student should be able to type the exercises of Achievement Test 8 (Century 21, T-70, or T-80, or similar copy) as measured by a minimum score of 39-48 gwam with an error tolerance of 5-9 errors, or 33-42 nwam on a 5 minute straight-copy timed writing, and a N-PRAM rate of 12-15 words a minute on a 35 minute production typing exercise or correct completion of 1 1/2 problems of the production test which includes a top-bound report, ruled table, invoice, and a purchase order.

SUGGESTED COPY FOR PHASE II OBJECTIVES

Unit 1	Obj. 1	174D, p. 265 (Century 21, T-70, South-Western) 167C, p. 271 (Century 21, T-80) Lesson 31, p. 67 (Gregg Typing 2, Series Six)
	2	179B, p. 270 (Century 21, T-70) 167B, p. 270-271 (Century 21, T-80) Jobs 35-1 and 36-1, p. 74 and 75 (Gregg Typing 2)
Unit 2	Obj. 1	180D, p. 272 (Century 21, T-70) 215B, p. 339 (Century 21, T-80) Lesson 35, p. 73 (Gregg Typing 2, Series Six)
	2	180D, p. 272 (Century 21, T-70)
	3	185C, p. 278 (Century 21, T-70) 216C, p. 341; 217C, p. 343; 218C, p. 344 (Century 21, T-80) Jobs 22-1, p. 47; 12-1, p. 26; 29-1, p. 63 (Gregg 2)
Unit 3	Obj. 1	186C, p. 281 (Century 21, T-70) 173B, p. 279 (Century 21, T-80) Review 3, p. 76 (Gregg Typing 2, Series Six)
	2	186C, p. 281 (Century 21, T-70)
	3	192C, p. 288 (Century 21, T-70) 168C, 168D, p. 272-273 (Century 21, T-80) Job 9-2, p. 21; Job 10-1, p. 22; Review Job 2, p. 77 (Gregg Typing 2, Series Six)
Unit 4	Obj. 1	193C, p. 290 (Century 21, T-70) 276C, p. 426 (Century 21, T-80) Lesson 43, p. 92 (Gregg Typing 2, Series Six)
	2	193C, p. 290 (Century 21, T-70)
	3	195C-197C, p. 292 (Century 21, T-70)
	4	Reprographic Office Typing pp. 427-430 (Century 21, T-80)
Unit 5	Obj. 1	199B, p. 297 (Century 21, T-70) 209B, p. 330; 210B, p. 332; 211B, p. 334 (Century 21, T-80)
	2	199C, p. 298 (Century 21, T-70) 209B, p. 330 (Century 21, T-80) Lesson 43, p. 92 (Gregg Typing 2, Series Six)

Unit 5 Obj. 3 200B, p. 299 (Century 21, T-70)
214B, p. 337 (Century 21, T-80)
Job 78-1, p. 174; Job 36-1, p. 75; Job 70-1, p. 155
(Gregg Typing 2, Series Six)

4 201C, p. 300 (Century 21, T-70)
221B, p. 346 (Century 21, T-80)
Job 22, p. 47; Job 79, p. 177 (Gregg Typing 2,
Series Six)

PHASE III

SPECIAL APPLICATIONS

Time Element: 28 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase III, the student should be able to:

1. improve performance when typing straight copy, statistical copy, rough-draft copy and script;

2. improve levels of performance on 5- and 10-minute straight-copy writings;

3. acquire knowledges and understandings necessary for the successful typing of commonly encountered office typing problems.

4. develop the ability to type acceptably and at appropriate production rates job tasks involving special business communications, letters and tables on special-size stationery, reports, memos, and letters containing tables; and

5. develop attitudes, work habits, and personal qualities desirable for successful work in modern business offices.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Special Business Communications (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy paragraph material of average difficulty (SI, 1.5; AWL, 5.6, HFW, 80%) for 5 minutes as measured by a minimum rate of 40-49 gwam within the error tolerance of 5-9 errors, or 34-43 nwam;

2. type straight-copy material of average difficulty (same as above) for 10 minutes as measured by a minimum rate of 39-48 gwam within the error tolerance of 5-9 errors, or 33-42 nwam (-1 for each error);

3. demonstrate ability to type a series of special business communications (an interoffice memo, a Desk-Fax message, a copy of phoned telegram, a letter of confirmation, and a message-reply memo) for 30 minutes as measured by a minimum production rate of 15-18 words a minute (N-PRAM) or correct completion of 3 problems.

Learning Activities for Unit 1

Five- and ten-minute straight-copy material for timed writings

Special business communications exercises: interoffice memorandum, a Desk-Fax message, a file copy of a phoned telegram, a letter of confirmation, and a message-reply memo

Unit 2: Letters/Tables on Special Size Stationery (Time Element: 8 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy material of average difficulty (SI, 1.5; AWL, 5.6; HFW, 80%) for 5 minutes as measured by a minimum rate of 41-50 gwam within the error tolerance of 5-9 errors, or 35-44 nwam;

2. type straight-copy material of average difficulty (same as above) for 10 minutes as measured by a minimum rate of 40-49 gwam within the error tolerance of 5-9 errors, or 34-432 nwam (-1 for each error);

3. demonstrate ability to type a series of special-size letters (half-size, executive size, government size) for 30 minutes as measured by a minimum production rate of 15-18 words a minute (N-PRAM) or correct completion of 2 problems.

Learning Activities for Unit 2

Five- and ten-minute timed writings on straight-copy material

Series of special-size letters (half-size, executive size, 7¼ x 10½, and government size, 8 x 10½

Unit 3: Reports/Memos/Letters with Tables (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy material of average difficulty (SI, 1.5; AWL, 516; HFW 80%) for 5 minutes as measured by a minimum rate of 41-50 gwam within the error tolerance of 5-9 errors, or 35-44 nwam;

2. type straight-copy material of average difficulty (same as above) for 10 minutes as measured by a minimum rate of 40-49 nwam (-1 for each error);

3. demonstrate ability to type a series of memos and letters containing tables for 35 minutes as measured by a minimum production rate of 16-21 words a minutes (N-PRAM), or correct completion of 2 problems.

Learning Activities for Unit 3

Five- and ten-minute timed writings on straight-copy material

Interoffice memos and letters containing tables

Unit 4: Inventory/Measurement (Time Element: 6 days)

Upon or before completion of this unit, the student should be able to:

1. type straight-copy material of average difficulty for 5 minutes (SI, 1.5; AWL, 5.6; HFW, 80%) with two opportunities as measured by a minimum rate of 42-51 gwam within the error tolerance of 5-9 errors, or 36-45 nwam;

2. demonstrate ability to type production reports and letters (executive letter, an unbound report, a letter with side headings and listed items, and a topbound manuscript with a table included) in 25 minutes as measured by a minimum production rate of 15-18 (N-PRAM) or correct completion of 2 problems;

3. demonstrate ability to type tables in a variety of arrangements in 35 minutes as measured by a minimum production rate of 10-12 N-PRAM or correct completion of 2 problems;

4. demonstrate ability to type special business forms (interoffice memo with carbon copy, message-reply memo, bill of lading with carbon copy, and invoice with carbon copy) in 30 minutes as measured by a minimum production rate of 10-12 N-PRAM or correct completion of 2 1/2 problems.

Learning Activities for Unit 4

Five-minute timed writings on straight-copy paragraph material

Reports and letters emphasizing an executive letter, unbound report, letter with side headings and listed items, and a topbound manuscript with a table

Tables in a variety of styles

Special business forms: interoffice memo with carbon copy, message-reply memo, bill of lading with carbon copy, and invoice with carbon copy

OPTIONAL: Upon completion of Phase III, the student should be able to type the exercises of Achievement Test 9 (Century 21, T-70 or T-80, or similar copy) as measured by a minimum score of 42-51 gwam on a 5 minutes straight-copy timed writing within a 5-9 error tolerance (36-44 nwam), and a N-PRAM score of 10-12 words a minute or correct completion of 3 problems on a 35-minute production typing exercise.

SUGGESTED COPY FOR PHASE III OBJECTIVES

Unit 1 Obj. 1 202C, p. 302 (Century 21, T-70, South-Western)
1938, p. 308 (Century 21, T-80)
Lesson 47, p. 100 (Gregg Typing 2, Series Six)

2 202C, p. 302 (Century 21, T-70)

3 208C, p. 309 (Century 21, T-70)
198B, p. 314 (Century 21, T-80)
Job 66, p. 147; Job 44-2, p. 94; Job 24-2, p. 51
(Gregg Typing 2, Series Six)

Unit 2 Obj. 1 209C, p. 312 (Century 21, T-70)
182B, p. 292 (Century 21, T-80)
Review 4, p. 104 (Gregg Typing 2, Series Six)

2 209C, p. 312 (Century 21, T-70)

3 214B, p. 318 (Century 21, T-70)
185C, p. 296 (Century 21, T-80)
Job 23-1, p. 50; Job 109-4, p. 242; Job 110-1, p. 242
(Gregg Typing 2, Series Six)

Unit 3 Obj. 1 215B, p. 319 (Century 21, T-70)
Lesson 51, p. 112 (Gregg Typing 2, Series Six)
221B, p. 319 (Century 21, T-70)

2 215B, p. 319 (Century 21, T-70)

3 221B, p. 325 (Century 21, T-70)
Job 104-1, p. 228; Job 104-2 and 3, p. 228
(Gregg Typing 2, Series Six)

Unit 4 Obj. 1 222B, p. 327 (Century 21, T-70)
173B, p. 279 (Century 21, T-80)
Lesson 55, p. 121 (Gregg Typing 2, Series Six)

2 223C, p. 328 (Century 21, T-70)
175C, p. 283 (Century 21, T-80)
Job 85-3, p. 192 (Gregg Typing 2, Series Six)

3 224B, p. 329 (Century 21, T-70)
167B, p. 270 (Century 21, T-80)
Job 75-1 and 2; Job 76-1 and 2; Job 76-3, p. 168
(Gregg Typing 2, Series Six)

4 225C, p. 331 (Century 21, T-70)
225B, p. 355 (Century 21, T-80)
Job 66-1 and 2, p. 147; Job 79-1, p. 177
(Gregg Typing 2, Series Six)

PHASE IV

BASIC/PRODUCTION SKILLS

Time Element: 29 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase IV, the student should be able to:

1. increase speed and accuracy on straight-copy, script, rough-draft, and statistical material;
2. improve the transfer of increased straight-copy skill to the typing of script, rought-draft, and statistical material;
3. improve skill in typing business letters in styles used most commonly in the business office;
4. increase ability to type a variety of business reports, including tabulated reports; and
5. improve speed and accuracy in typing various business forms.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Assessing/Improving Basic Skills (Time Element: 4 days)

Upon or before completion of this unit, the student should be able to:

1. increase gwam by 5% in 5 minute writings on straight-copy, script, rough-draft, and statistical copy as measured by a 5% increase in gwam and a 25% reduction in errors.

Learning Activities for Unit 1

Five-minute timed writings on straight-, script-, rough-draft-, and statistical-copy paragraph material

Unit 2: Business Letters Inventory (Time Element: 6 days)

Upon or before completion of this unit, the student should be able to:

1. increase 30-minute N-PRAM on business letters as measured by an increase of 10% and comparing it scores from similar copy;

2. increase 5-minute gwam on script and rough-draft copy as measured by a 5% increase with a 25% reduction in errors.

Learning Activities for Unit 2

Five-minute timed writings on script and rough-draft copy

A variety of business letters

Unit 3: Business Reports Inventory (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. increase N-PRAM on business reports as measured by an increase of 5% on a 30-minute production (unbound manuscript with footnote, use of main and secondary headings, leftbound manuscript with footnote, report with side headings) and comparing it to similar copy previously typed.

Learning Activities for Unit 3

A variety of business reports with emphasis on unbound manuscript with footnote, use of main and secondary headings, leftbound manuscript with footnote, and a report with side headings

Unit 4: Tabulated Reports/Business Forms Inventory (Time Element: 5 days)

Upon or before completion of this unit, the student should be able to:

1. increase his N-PRAM on tabulated reports and business forms (table, purchase order, invoices, statement of account, bill of lading) as measured by an increase of 5% on a 30-minute production writing and comparing it to similar copy previously typed.

Learning Activities for Unit 4

Tabulated reports and business forms: table, purchase order, invoice, statement of account, bill of lading

Unit 5: Measurement: Basic/Production Skills (Time Element: 7 days)

Upon or before completion of this unit, the student should be able to:

1. type a straight-copy writing of average difficulty for 5 minutes (SI, 1.5; AWL, 5.6; HFW, 80%) as measured by a minimum rate of 49-54 gwam within the error tolerance of 5-9 errors, or 43-48 nwam;

2. type a script-copy timed writing of average difficulty for 5 minutes (same as above) as measured by a minimum rate of 39-43 gwam within the error tolerance of 5-9 errors, or 33-37 nwam;

3. type a rough-draft timed writing of average difficulty for 5 minutes (same as number 1 and 2 above) as measured by a minimum rate of 34-38 gwam with the error tolerance of 5-9 errors, or 28-33 nwam;

4. type a statistical timed writing of average difficulty for 5 minutes (same as above) as measured by a minimum rate of 32-35 gwam within the error tolerance of 5-9 errors, or 26-29 nwam;

5. type a business letter production measurement (modified block with indented paragraphs and mixed punctuation, modified block with mixed punctuation, block with open punctuation) in 30 minutes as measured by a minimum N-PRAM rate of 14-16 or by correct completion of 2 problems;

6. type a business report production measurement (unbound manuscript with footnote, second page of topbound report, and leftbound report) in 30 minutes as measured by a minimum N-PRAM rate of 15-18 words or by correct completion of 2 problems;

7. type a business form production measurement (invoice, purchase order, interoffice memo) in 30 minutes as measured by a minimum N-PRAM of 12-15 words or by correct completion of 2 1/2 problems.

Learning Activities for Unit 5

Five-minute timed writings on straight-, script-, rough-draft-, and statistical-copy paragraph material

Business letter production exercises: modified block with indented paragraphs and mixed punctuation, modified block with mixed punctuation, block with open punctuation

Business report production exercises: unbound manuscript with footnote, second page of topbound report, and leftbound report

Business form production exercises: invoices, purchase order, interoffice memo

OPTIONAL: Upon completion of Phase IV, the student should be able to type the exercises of Achievement Test 10 (Century 21, T-70 or T-80, or similar copy) as measured by a minimum score of 49-54 gwam with an error tolerance within 5-9 errors (43-48 nwam) on a 5-minute straight-copy timed writing, and a N-PRAM of 14-18 words a minute on a 35-minute production typing exercise (interoffice memo, manuscript with footnotes, modified block letter with open punctuation, invoice, and purchase order) or correct completion of 2 1/2 problems.

SUGGESTED COPY FOR PHASE IV OBJECTIVES

Unit 1 Obj. 1
229B, p. 338 (Century 21, T-70, South-Western)
226C, p. 358; 226D, p. 359 (Century 21, T-80)

Unit 2 Obj. 1
234B, p. 344 (Century 21, T-70)
231B, p. 365 (Century 21, T-80)
Job 73, 1 and 2, p. 164; Job 74-1, p. 165
(Gregg Typing 2, Series Six)

2
235C, p. 344 (Century 21, T-70)
228C, p. 362; 232C, p. 367 (Century 21, T-80)

Unit 3 Obj. 1
240C, p. 351 (Century 21, T-70)
238B, p. 373 (Century 21, T-80)
Job 120-1, p. 256; Job 77-3, p. 174; Job 77-1, p. 173
(Gregg Typing 2, Series Six)

Unit 4 Obj. 1
245C, p. 357 (Century 21, T-70)
245B, p. 381 (Century 21, T-80)
Job 65-1 and 2, p. 145; Job 67-1, p. 150; Job 80-1
and 2, p. 178 (Gregg Typing 2, Series Six)

Unit 5 Obj. 1
246B, p. 358 (Century 21, T-70)
246C, p. 383 (Century 21, T-80)
Lesson 59, p. 128 (Gregg Typing 2, Series Six)

2
246C, p. 359 (Century 21, T-70)
246D, p. 383 (Century 21, T-80)

3
247B, p. 360 (Century 21, T-70)
248D, p. 387 (Century 21, T-80)

4
247C, p. 361 (Century 21, T-70)
248C, p. 386 (Century 21, T-80)
Lesson 38, p. 83 (Gregg Typing 2, Series Six)

5
248C, p. 362 (Century 21, T-70)
247B, p. 385 (Century 21, T-80)
Job 36-2, p. 75; Job 40-1, p. 86 (Gregg Typing 2)

6
249C, p. 363 (Century 21, T-70)
249B, p. 388 (Century 21, T-80)
Job 67-1, p. 150; Job 60-2, p. 130; Job 32-2, p. 145
(Gregg Typing 2, Series Six)

7
250C, p. 364 (Century 21, T-70)
250B, p. 390 (Century 21, T-80)
Job 34-1, p. 71; Job 1 Review, p. 77; Job 37-1, p. 80
(Gregg Typing 2, Series Six)

PHASE V

INTEGRATED PROJECTS--STAFF OFFICES

Time Element: 25 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase V, the student should be able to:

1. increase speed and accuracy in typing production material;
2. expand knowledge of the various production jobs found in typical staff offices;
3. apply in realistic business situations the basic knowledge, skills, and concepts previously learned;
4. plan and organize work and locate information from a variety of documents and sources in order to complete assigned tasks; and
5. build skill, through sustained practice, on 10-minute timed writings.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

During Phase V, in a simulated office situation with a business-like atmosphere, the student should be able to type the following jobs in Units 1 through 4 in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available before asking questions of the teacher "boss":

Unit 1: Administrative Office Typing (Time Element: 3 days)

Learning Activities for Unit 1

(1) Interoffice memo
(2) Mailing-list index cards
(3) Alphabetic roster
(4) Folder labels
(5) Form messages on postal cards
(6) Office procedures manual
(7) Form letters
(8) Numeric roster

Unit 2: Sales/Purchasing Office Typing (Time Element: 6 days)

Learning Activities for Unit 2

Sales

(1) Index cards for mailing list
(2) Chain feeding envelopes
(3) Filling in order acknowledgement cards
(4) Model copy for stencil duplication
(5) Model of supplemental price list
(6) Form letter with changes

Purchasing

(1) Purchase orders
(2) Rough draft of job description
(3) Specification file
(4) Invitation to bid
(5) Summary of bids

Upon completion of Unit 2, the student should be able to type a 10-minute straight-copy writing of average difficulty (SI, 1.5; AWL, 5.6; HFW 80%) as measured by a minimum rate of 44-49 gwam within the error tolerance of 5-9 errors, or 38-43 nwam (-1 for each error)

Unit 3: Finance Office Typing (Time Element: 8 days)

Learning Activities for Unit 3

(1) Trade-in schedule
(2) Table of delinquent accounts
(3) Duplicating collection letters
(4) Filling in form letters
(5) Typing a discussion collection letter
(6) Typing an urgency collection letter
(7) Interoffice memo
(8) Balance sheet
(9) Income statement
(10) Budgeted balance sheet
(11) Revised table of delinquent accounts

Unit 4: Executive Office Typing (Time Element: 5 days)

Learning Activities for Unit 4

(1) Agenda for meeting
(2) Executive letter
(3) Partial text of a speech
(4) Itinerary
(5) Letter in personal style
(6) Telegraphic message on plain paper
(7) Composing a letter
(8) Minutes of an interdepartmental meeting

Upon completion of Unit 4, the student should be able to type a 10-minute straight-copy writing of average difficulty (SI, 1.5; AWL, 5.6; HFW, 80%) as measured by a minimum rate of 45-50 gwam within the error tolerance of 5-9 errors, or 39-44 nwam (-1 for each error)

Unit 5: Measurement: Basic/Production Skills (Time Element: 3 days)

Upon or before completion of this unit, the student should be able to:

1. type a 10-minute straight-copy timed writing of average difficulty (SI, 1.5; AWL, 5.6; HFW, 80%) as measured by a minimum rate of 45-50 gwam within the error tolerance of 5-9 errors, or 39-44 nwam (-1 for each error);

2. demonstrate ability to type in a 30-minute production measurement on two separate days, a financial report, interoffice memo, executive letter, leftbound business report with table and footnote, purchase order, and invoice as measured by a minimum N-PRAM of 10-14 words a minute or correct completion of 2 problems each day.

Learning Activities for Unit 5

Ten-minute straight-copy paragraph material for timed writings

Production measurement exercises: financial report, interoffice memo, executive letter, leftbound report with table and footnote, purchase order, and an invoice

OPTIONAL: Upon completion of Phase V, the student should be able to type the exercises of Achievement Test 11 (Century 21, T-70 or T-80, South-Western, or similar copy) as measured by a minimum score of 49-54 gwam on a 5-minute straight-copy timed writing within a 5-7 error tolerance (43-48 nwam), and a N-PRAM score of 12-15 words a minute or correct completion of 2 1/2 problems on a 35 minute production typing exercise (block letter with mixed punctuation, interoffice memo, meeting agenda with leaders, financial report).

SUGGESTED COPY FOR PHASE V OBJECTIVES

Unit 1	Obj. 1	Lessons 251-255 (Century 21, T-70 and T-80) Units 4, 25 and 30 (Gregg Typing 2, Series Six)
Unit 2	Obj. 1	Lessons 256-262 (Century 21, T-70 and T-80) Units 6, 8, 32, and 108, pp. 235-236 (Gregg Typing 2)
	2	256D, P. 372 (Century 21, T-70) 138-1, p. 274 (Gregg Typing 2, Series Six)
Unit 3	Obj. 1	Lessons 263-267 (Century 21, T-70 and T-80) Units 13, 21, 33, and Jobs 79-80, pp. 177-178 (Gregg Typing 2, Series Six)
Unit 4	Obj. 1	Lessons 268-272 (Century 21, T-70) Lessons 268-271 (Century 21, T-80) Units 10, 17, 18 and 22 (Gregg Typing 2, Series Six)
	2	268D, p. 388 (Century 21, T-70) 138-1, p. 274 (Gregg Typing 2, Series Six)
Unit 5	Obj. 1	273C, p. 393 (Century 21, T-70)
	2	274C and 275C, pp. 395-397 (Century 21, T-70)

PHASE VI

INTEGRATED PROJECTS--SERVICE OFFICES

Time Element: 26 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase VI, the student should be able to:

1. expand knowledge of the various tasks found in specialized offices;
2. increase speed and accuracy in typing production material;
3. apply in realistic business situations the basic knowledge, skills, and concepts previously learned; and
4. plan and organize work and locate information from a variety of sources and documents in order to complete assigned tasks.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

During Phase VI, in a simulated office situation with a business-like atmosphere, the student should be able to type the following jobs in Units 6 through 10 in mailable form with a minimum of supervision, using common sense and judgment in completing assigned tasks, and utilizing all references and source documents available to him before asking questions of the teacher "boss":

Unit 6: Professional Office Typing (Time Element: 4 days)

Learning Activities for Unit 6

Legal

(1) Leftbound manuscript with side headings
(2) Will
(3) Partnership agreement
(4) Legal letters

Medical

(1) Patient identification cards
(2) Abstract of medical report
(3) Report of operation
(4) Composing an interoffice memo
(5) Two-page medical letter
(6) Master copy for photo reproduction

Unit 7: Insurance Office Typing (Time Element: 5 days)

Learning Activities for Unit 7

(1) Monthly report of insurance sales
(2) Type cards of policyholders for a reference file
(3) Type form letters
(4) Invoices
(5) Letter with blind carbon copy notation
(6) Compose a brief letter

Upon completion of Unit 7, the student should be able to type a 10-minute straight-copy writing of average difficulty (SI, 1.5, AWL, 5.6, HFW, 80%) as measured by a minimum rate of 46-51 gwam within the error tolerance of 5-7 errors, or 40-45 nwam (-1 for each error).

Unit 8: Technical Office Typing (Time Element: 5 days)

Learning Activities for Unit 8

(1) Report on basic computer programming
(2) Type a computer program from a computer printout
(3) Prepare an interoffice memo describing a computer program
(4) Prepare pages in an office procedures manual
(5) Type a highly technical two-page letter
(6) Compose and type a message-reply memo
(7) Type a typical process specification sheet

Unit 9: Government Office Typing (Time Element: 3 days)

Learning Activities for Unit 9

(1) Government reports
(2) Government letters
(3) Disposition forms

Unit 10: Employment Activity Typing (Time Element: 6 days)

Upon or before completion of this unit, the student should be able to:

1. type a straight-copy timed writing of 10 minutes on material of average difficulty (SI, 1.5; AWL, 5.6; HFW, 80%) as measured by a minimum rate of 49-53 gwam within the error tolerance of 5-7 errors, or 43-47 nwam (-1 for each error);

2. type a 10-minute rough-draft timed writing on material of average difficulty (see above) as measured by a minimum rate of 34-37 gwam within the error tolerance of 5-7 errors, or 28-31 nwam;

3. type a 10-minute statistical timed writing on material of average difficulty (see above) as measured by a minimum rate of 32-34 gwam within the error tolerance of 5-7 errors, or 26-28 nwam;

4. compose and type in usable form a letter of application with all errors corrected;

5. demonstrate ability to think, gather information, arrange and type in usable form a personal data sheet based on personal information and job preparation;

6. use personal information to complete an application blank, aligning and correcting, abbreviating words when necessary to fill in the space provided;

7. demonstrate ability to type a 30-minute production (block letter with open punctuation, modified block with mixed punctuation, modified block with indented paragraphs and mixed punctuation, and page 2 of a block letter) with one carbon copy and an envelope for each letter as measured by a N-PRAM of 14-18 words a minute or correct completion of 2 problems;

8. demonstrate ability to type a 30-minute production (topbound report with footnote, page 2 of a leftbound report with footnote, unbound report, and leftbound report) as measured by N-PRAM of 18-21 words a minute or correct completion of 2 1/2 problems;

9. demonstrate ability to type a 30-minute production (interoffice memo, purchase order, invoice, table in reading position typed sideways on full sheet) as measured by N-PRAM of 10-12 words a minute or correct completion of 3 problems.

Learning Activities for Unit 10

Five- and ten-minute timed writing paragraph copy for straight, rough-draft, and statistical writings

Compose a letter of application

Compose a personal data sheet

Complete an application form using personal information

Production measurement exercises emphasizing:

Letters--Block letter with open punctuation, modified block letter with mixed punctuation, page 2 of a block letter

Reports--Topbound report with footnote, page 2 of a leftbound report with footnote, unbound report, leftbound report

Forms/Tables--Interoffice memo, purchase order, invoice, table in reading position typed sideways on a full sheet

OPTIONAL: Upon completion of Phase VI, the student should be able to type the exercises of Achievement Test 12 (Century 21, T-70 or T-80, or similar copy) as measured by a minimum score of 50-55 gwam on a 5-minute straight-copy timed writing within an error tolerance of 5-7 words (44-49 nwam); and N-PRAM score of 15-18 words a minute or correct completion of 2 1/2 problems on a 35-minute exercise.

SUGGESTED COPY FOR PHASE VI OBJECTIVES

Unit 6	Obj. 1	Lessons 276-281 (Century 21, T-70) Lessons 290-295 (Century 21, T-80) Units 24, 28, 29, and Jobs 105-107, pp. 230-234 (Gregg Typing 2, Series Six)
Unit 7	Obj. 1	Lessons 282-284 (Century 21, T-70) Lessons 280-282 (Century 21, T-80) Units 23, 26, and 31 (Gregg Typing 2)
	2	282D, p. 407 (Century 21, T-70)
Unit 8	Obj. 1	Lessons 285-291 (Century 21, T-70) Lessons 283-289 (Century 21, T-80) Units 15, 16 and Job 36, pp. 74-75 (Gregg Typing 2, Series Six)
Unit 9	Obj. 1	Lessons 292-294 (Century 21, T-70)
Unit 10	Obj. 1	295B, p. 421 (Century 21, T-70)
	2	296C, p. 422-423 (Century 21, T-70)
	3	297B, p. 424 (Century 21, T-70)
	7	298B, p. 425 (Century 21, T-70) 297B, p. 455 (Century 21, T-80) or Test 1, pp. 421-422, Problems 1-5 (Century 21, T-80)
	8	299B, p. 426 (Century 21, T-70) 299B, pp. 458-459 (Century 21, T-80) or Test 2, pp. 422-424, Problems 1-5 (Century 21, T-80)
	9	300B, p. 427 (Century 21, T-70) 300B, p. 460 (Century 21, T-80)

RESOURCES

Anderson, Ruth I., Lura Lunn Straub, and E. Dana Gibson. The Prentice-Hall Word Finder. Englewood Cliffs: Prentice-Hall, Inc.

Byer. 10,000 Medical Words. New York: Gregg Division McGraw-Hill Book Company.

Douglas, Lloyd V., James T. Blanford, and Ruth I. Anderson. Teaching Business Subjects. 3rd Ed., Englewood Cliffs: Prentice-Hall, Inc. 1973.

Gavin, Ruth E., and William A. Sabin. Reference Manual for Stenographers and Typists. New York: Gregg/McGraw-Hill.

Harms, Harm, B.W. Stehr, and E. Edward Harris. Methods of Teaching Business and Distributive Education, 3rd Ed., Cincinnati: South-Western Publishing Company, 1972.

House, Clifford R., and Appolonia M. Koebele. Reference Manual for Office Personnel. Cincinnati: South-Western Publishing Company.

Hutchinson, Lois I. Standard Handbook for Secretaries. New York: Gregg/McGraw-Hill Book Company.

Kurtz, Adams, and Vizeau. 10,000 Legal Words. New York: Gregg/McGraw-Hill Book Company.

Leslie, Louis A. 20,000 Words Spelled and Divided for Quick Reference. New York: Gregg/Mc-Graw-Hill Book Company.

Lessenberry, D.D., T. James Crawford, and Lawrence W. Erickson. Typewriting Style Manual. Cincinnati: South-Western Publishing Company.

Mulkerne and Andrews. Civil Service Tests for Typists. New York: Gregg/McGraw-Hill Book Company.

National Business Education Association. Relevance in the Education of Today's Business Student. Eleventh Yearbook. Washington, D.C.: National Business Education Association, 1973.

National Business Education Association. Evaluation and Accountability in Business Education. Sixteenth Yearbook. Reston, Va.: National Business Education Association, 1978.

National Business Education Association. The Changing Office Environment. Eighteenth Yearbook. Reston, Va.: National Business Education Association, 1980.

National Zip Code Directory. Washington: Post Office Department Postal Service Regulations.

Robinson, Jerry W. (ed.) Strategies of Instruction in Typewriting. Cincinnati: South-Western Publishing Company, 1972.

Russon, Allien and S. J. Wanous. Philosophy and Psychology of Teaching Typewriting, 2nd Ed., Cincinnati: South-Western Publishing Company, 1973.

Siegfried, Typing Medical Forms. New York: Gregg/McGraw-Hill Book Company.

Silverthorn, J.E., and Devern J. Perry. Word Division Manual. Cincinnati: South-Western Publishing Company.

Teacher's Manual and Solutions may be secured from textbook publishers.

Thompson. Tabulation Typing. New York: Gregg/McGraw-Hill Book Company.

Tonne, Herbert A., Estelle L. Popham, and M. Herbert Freeman. Methods of Teaching Business Subjects. New York: McGraw-Hill Book Company, Inc., 1965.

West, Leonard J. Acquisition of Typewriting Skills. New York: Pitman Publishing Corporation, 1969.

White, Jane F. and Bruce G. Shank. Teaching Typewriting. Portland, Maine: J. Weston Walch, Publisher, 1964.

STATE APPROVED TEXTBOOKS

Typewriting II

High School Typewriting--Vocational Course, (1977) (Glencoe)
- Working Papers, Set Two
- Working Papers, Set Three

Typing 2, Advanced Course (1977) (Gregg)
- Learning Guides and Working Papers Parts 1-6
- Learning Guides and Working Papers Parts 7-12

Typing 300, Volume 2: Vocational Office Course (1973) (Gregg)
- Learning Guides and Working Papers for Parts 1-6
- Learning Guides and Working Papers for Parts 7-12

Typewriting: A Mastery Approach for IBM Selectric Typewriters
- Advanced Text (1978) (Science Research)
  - Working Papers
  - Transparency Masters

Century 21 Typewriting, Book 2, 2nd Edition (1977) (South-Western)
- Laboratory Materials, Cycle 3 (1977)
- Laboratory Materials, Cycle 4 (1977)
- Self-Paced Learning Activity Guide 3 (1978)
- Self-Paced Learning Activity Guide 4 (1978)
- Achievement Tests, Cycle 3 (1977)
- Achievement Tests, Cycle 4 (1977)

Century 21 Typewriting, Advanced (Vocational) Course (1972) (South-Western)
- Laboratory Materials, Cycle 3
- Laboratory Materials, Cycle 4

Century 21 Typewriting, Complete Course, 2nd Edition (1977) (South-Western)
- Instructional Tapes, Cycle 3 (1972)
- Instructional Tapes, Cycle 4 (1972)

Typewriting--Supplementary

Typing Power--Spelling Power (1975) (Bobbs-Merrill)

A Typing Sourcebook: Developing Student Skills (1978) (Bobbs-Merrill)
- Teacher's Resource Kit (Bobbs-Merrill)

Typewriting--Supplementary (cont'd)

Multi-Ethnic Timed Writings (1978) (Forkner)

Typing Mailable Letters, 3rd Edition (1978) (Gregg)

Shadow Mountain Lodge: Typing Practice Set (1978) (Gregg)

Sidewalk Surfin': A Typewriting Simulation (1979) (Houghton-Mifflin)

Typing from Rough Drafts (1978) (Milady Pub.)
Work Papers Packet (Workbook) (1977)

Basic Typewriting Drills, 5th Edition (1978) (South-Western)

Business Letter Typing, 2nd Edition (1978) (South-Western)

Timed Writings About Careers, 2nd Edition (1973) (South-Western)

101 Typewritings About Careers, 2nd Edition (1975) (South-Western)

Snow Country Typewriting Practice Set, 1st Edition (1974) (South-Western)

Triple-Controlled Timed Writings, 1st Edition (1970) (South-Western)

Typewriting Office Practice, 5th Edition (1973) (South-Western)

Typewriting Speed/Control Builders, 1st Edition (1972) (South-Western)

Kits and Audio-Visual Materials

Vocational Brief Packets
Business and Office Education (Chronicle Guide)

The Library of Career Counseling Films
Is a Career in Clerical Work for You? (1973) (CFI--Coun. Films)
Filmstrips and Cassettes
Super 8
Videocassettes

The Gregg Office Job Training Program Series
Typist Training Manual (1972) (Gregg)
Typist Resource Materials (1972) (Gregg)
Clerk-Typist Training Manual (1973) (Gregg)
Clerk-Typist Resource Materials (1973) (Gregg)

Kits and Audio-Visual Materials (cont'd)

Lester Hill Office Simulation: Employee's Guide (1971) (Gregg)

Lester Hill Office Simulation: Supply Room (1971) (Gregg)

Typing Skill Drives (1974) (Gregg)
Tapes--Reel to Reel
Tapes--Cassette

Spelling Drills and Exercises, 2nd Ed. (Gregg)
Tapes, 2nd Ed.

Instructional Recordings for Typing 300, Keyboard Presentation (Gregg)
Reel to reel tapes (1972)
Cassettes (1973)

Instructional Recordings for Typing 300, Patterned Typing Procedures (1973) (Gregg)
Reel to reel tapes
Cassettes

Instructional Recordings for Typing 300, Speed and Accuracy Improvement Drills (1973) (Gregg)
Reel to reel tapes
Cassettes

Tempos to Type to--Cassettes (1974) (Gregg)

Typing 300, Production Transparencies (Gregg)
Volume 1, (1973)
Volume 2, (1974)

Other Materials

Reference Manual for Stenographers and Typists, 4th Edition (1970) (Hardcover) (Gregg)

Spelling Drills and Exercises, 2nd Ed. (1975) (Gregg)

Word Studies, 6th Ed. (1971) (South-Western)
Study Assignment

Punctuation: A Programmed Approach (1972) (South-Western)

BIBLIOGRAPHY

Lessenberry, D.D., T. Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting (T-70). South-Western Publishing Company, 1972.

Lessenberry, D.D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting (T-80). 2nd edition. South-Western Publishing Company, 1977.

Lessenberry, D.D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting Teacher's Reference Guide (T-70 Series). South-Western Publishing Company, 1972.

Lessenberry, D.D., T. James Crawford, Lawrence W. Erickson, Lee R. Beaumont, and Jerry W. Robinson. Century 21 Typewriting Teacher's Reference Guide (T-80 Series). 2nd edition. South-Western Publishing Company, 1977.

Lloyd, Alan C., Fred W. Winger, and John L. Rowe. Gregg Typing I. Series Six General Course. McGraw-Hill Book Company, 1977.

Robinson, Jerry W., Lawrence W. Erickson, T. James Crawford, Lee R. Beaumont, and Arnola C. Ownby. Typewriting: Learning and Instruction. South-Western Publishing Company, 1979.

Russon, Allien R. and S.J. Wanous. Philosophy and Psychology of Teaching Typewriting, 2nd edition. South-Western Publishing Company, 1973.

SHORTHAND I

COURSE DESCRIPTION

Shorthand is the art of writing words and sentences in brief symbols, first developed by the Roman Empire around 103 B.C. Shorthand today is a writing system represented by symbols and based on a phonetic alphabet. A few vowels represent only a small portion of the actual number of vowels that are sounded in the English language.

The study is introduced with those strokes that provide the easiest possible transition from the longhand letters, most frequently used alphabetic characters, brief forms or speedforms, and word building principles. The first phase emphasizes shorthand theory, rapid reading of shorthand outlines; writing familiar material from dictation, and key elements of production, spelling, and grammar. The second phase stresses speed development in taking new-matter dictation, reviews shorthand outlines and brief forms or speedforms, continues punctuation and vocabulary development, and introduces transcription.

Phases I and II are designed to help students become competent in skills, knowledges, and attitudes which permit entry into initial stenographic positions or the use of these competencies as a basis for further instruction.

Either Century 21 or Gregg shorthand systems may be taught. These systems utilize shorthand symbols, the alphabet and a combination of both. One lesson a day is presented (except for times when it is impossible to accomplish this). Meeting five days a week (40-60 minutes a day), students should complete all lessons in one semester for each phase.

Shorthand is vocational in nature, and unless a student has average or above average ability, it is difficult to gain the skill needed to use shorthand as a vocational tool.

PHASE I

Time Element: 90 days

SHORTHAND THEORY

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase I, the student should be able to:

1. automatize the shorthand alphabet, brief forms or speedforms and their derivatives, and phrases;
2. learn sound association with characters and develop automatic reading and writing response;
3. develop knowledge of theory with use of extensive drill;
4. develop rapid response of reading shorthand outlines;
5. read accurately and rapidly from place material, from homework notes, and from familiar and new-matter dictation;
6. use theory principles to form correctly written symbols when taking familiar or new-matter dictation;
7. transcribe shorthand plate material and homework notes on the typewriter rapidly and accurately using proper techniques; and
8. apply skills in proofreading, error correction, letter placement, letter styles, spelling, word division, and punctuation.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Prerequisite: Student will type at least 30 words a minute on a 5-minute straight-copy typing test.

Unit 1: Theory and Practice (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. memorize the shorthand alphabet, abbreviated forms, abbreviated form derivatives, and phrases through drills by sounding each character as it is presented on the chalkboard, with repetitive spelling and saying of word or words until all outlines can be recalled with 100 percent accuracy;

2. read orally in class from practiced shorthand plate material for one minute at a minimum rate of 60 words a minute with no more than 5 prompts;

3. write in shorthand beside the printed word or phrase, with 70 percent accuracy, 50 outlines chosen from daily assignments;

4. transcribe on the typewriter practiced shorthand plate material for 3 minutes at a minimum rate of 11 to 15 words a minute (one word is to be penalized for each transcription error and 10 words for each typing error). Papers containing more than 5 errors are not acceptable for grading;

5. write from dictation at 12 words per minute all the abbreviated forms learned thus far, and transcribe into longhand with 95 percent accuracy;

6. read and write from shorthand plates each lesson as evidenced by assignment notebooks.

Unit 2: Theory and Practice (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. read orally in class for one minute from homework notes at a minimum rate of 60 words a minute with no more than 5 prompts.

2. write in shorthand beside the printed word or phrase, with 74 percent accuracy, 50 outlines chosen from daily assignments;

3. transcribe on the typewriter from homework notes for 3 minutes at a minimum rate of 13-17 words a minute. (One word is to be penalized for each transcription error and 10 words for each typing error. Papers containing more than 5 errors are not acceptable for grading;

4. write from dictation at 12 words per minute all the abbreviated forms learned thus far, and transcribe into longhand with 95 percent accuracy;

5. take dictation of practiced text shorthand plate material for 2 minutes at a minimum rate of 60 words a minute and transcribe on the typewriter with 95 percent accuracy. (This speed must be passed at least twice);

6. spell (each week) in longhand with 70 percent accuracy 10 words selected from daily assignments;

7. write (each week) in sentences with 70 percent accuracy 10 words selected from daily assignments;

8. read and write from shorthand plates each lesson as evidenced by assignment notebooks.

Unit 3: Theory and Practice (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. read orally in class for one minute from homework notes at a minimum rate of 80 words a minute with no more than 5 prompts;

2. write in shorthand beside the printed word or phrase, with 70 percent accuracy, 50 outlines chosen from daily assignments;

3. transcribe on the typewriter from homework notes for 3 minutes at a minimum rate of 16-20 words a minute. (One word is to be penalized for each transcription error and 10 words for each typing error. Papers containing more than 5 errors are not to be acceptable for grading);

4. write from dictation at 20 words a minute all the abbreviated forms and transcribe into longhand with 95 percent accuracy;

5. take previewed new-matter dictation for 2 minutes at 60 words a minute and transcribe on the typewriter with 95 percent accuracy;

6. spell (each week) in longhand 10 words selected from daily assignments with 70 percent accuracy;

7. write (each week) in sentences 10 words selected from daily assignments with 70 percent accuracy; and

8. read and write from shorthand plates each lesson as evidenced by assignment notebooks.

Learning Activities

Oral drills in unison and individually

Individual reading from shorthand plates

Copying from shorthand plates in class and for homework

Writing in shorthand beside the printed word or phrase outlines chosen from daily assignment with 70 percent accuracy

Transcribing in longhand from practiced material in the text

Open book dictation

Timed longhand transcription from notes

Taped dictation and or teacher dictation using one minute plan

Theory and brief form tests as required

Review skills in grammar, punctuation and spelling

Writing from shorthand plates each assignment after reading it at least once for homework as evidenced by notebook assignment turned in every day and checked.

PHASE II

SPEED DEVELOPMENT AND TRANSCRIPTION

Time Element: 90 days

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase II, the student should be able to:

1. gain proficiency in a marketable skill and gain knowledge which should prepare the student to meet job standards for initial employment in shorthand;

2. perfect shorthand theory resulting in 100 percent accuracy on abbreviated forms and the shorthand alphabet;

3. learn the procedures of transcribing: setting up transcript in letter form; reading in through phrases, and for context and meaning; keeping the typewriter moving at an even rate; using the dictionary--check spelling, correcting errors neatly, proofreading and correcting;

4. apply all information processing skills while transcribing at the typewriter--correct spelling, grammar, and punctuation, placement, etc.;

5. continue to develop writing and dictation skills;

6. develop mailable letter production the last six weeks of the second semester.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Transcription (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. take previewed new-matter dictation for 3 minutes at a minimum rate of 60 words a minute and transcribe on the typewriter with 95 percent accuracy. (This speed must be passed at least twice a week);

2. transcribe on the typewriter from homework notes at a minimum rate of 19-23 words a minute. (One word is to be penalized for each transcription error and 10 words for each typing error. Papers containing more than 5 errors are not acceptable for grading);

3. spell (each week) in longhand 10 words selected from daily assignments with 70 percent accuracy;

4. write (each week) in sentences 10 words selected from daily assignments with 70 percent accuracy;

5. insert the correct punctuation when given typewritten letters without punctuation with 80 percent accuracy; and

6. read and write from shorthand plates each lesson as evidenced by assignment notebooks.

Unit 2: Transcription (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. take previewed new-matter dictation for 3 minutes at a minimum rate of 70 words a minute and transcribe on the typewriter with 95 percent accuracy. (This speed must be passed at least twice);

2. transcribe on the typewriter from homework notes at a minimum rate of 21-25 words a minute. (One word is to be penalized for each transcription error and 10 words for each typing error. Papers containing more than 5 errors are not acceptable for grading);

3. spell (each week) in longhand 10 words selected from daily assignments with 70 percent accuracy;

4. write (each week) in sentences 10 words selected from daily assignments with 70 percent accuracy;

5. insert the correct punctuation with 80 percent accuracy when given typewritten letters without punctuation;

6. read and write from shorthand plates each lesson as evidenced by assignment notebooks.

Unit 3: Transcription (Time Element: 30 days)

Upon or before completion of this unit, the student should be able to:

1. take previewed new-matter dictation for 3 minutes at a minimum rate of 70 words a minute and transcribe on the typewriter with 95 percent accuracy. (This speed must be passed at least twice);

2. transcribe on the typewriter from homework notes at a minimum rate of 23 words a minute. (One word is to be penalized for each transcription error and 10 words for each typing error. Papers containing more than 5 errors are not acceptable for grading);

3. spell (each week) in longhand with 70 percent accuracy 10 words selected from daily assignments;

4. write (each week) in sentences with 70 percent accuracy 10 words selected from daily assignments;

5. write in shorthand and transcribe 3 short letters (100-125 words) dictated at 60 words a minute. Students must transcribe at least one mailable letter in 30 minutes.

Learning Activities

open-book dictation at maximum writing speeds (using tapes if available)

individualized closed-book dictation to increase speeds

teacher dictation using one-minute plan

reviewing and building transcription skills

proofreading all typewritten work and correcting all errors

inserting the correct punctuation when given a typewritten letter without punctuation

reading and writing from shorthand plates in the text assigned by the teacher for homework each night as evidenced by notebook assignment turned in each day and checked.

RESOURCES

Beta Iota Chapter Delta Pi Epsilon, Illinois State University, and Alfred L. Kaisershot. Brief Forms Letters Dictation Material.

Smith, Edgar Ray and Donald Reese. Shorthand: Dictation Letters. Words, Inc., Knoxville, TN, 1971.

Smith, Edgar Ray and Donald Reese. Shorthand: Reinforcement Material. Words, Inc., Knoxville, TN, 1972.

Smith, Edgar Ray and Donald Reese. Shorthand: Vocabulary and Speed Tests.

Today's Secretary, 330 W. 42nd Street, New York.

Business Education World, 1221 Avenue of the Americas, New York

NOTE: See Bibliography for State Approved Textbook List.

STATE APPROVED TEXTBOOKS

Shorthand I--First Semester

Gregg Shorthand, Series 90
Student Text (1978), Workbook, Student Transcript
Functional Method (1978)
Most-Used Words and Phrases (1978)
Transparencies (1978)
Set 1: Theory/Review
Set 2: Transcription/Punctuation
Theory Records (1978)
Filmstrips (EDL) (1978)
Set 1: Single Outline
Set 2: Reading
Tapes (1978): Channel A, B, C, and Complete Set
Shorthand Dictionary (1978)
Shorthand Dictionary, Miniature Edition (1978)
Brief Form Posters (1978)

Gregg Shorthand Functional Method, Diamond Jubilee Series, 2nd Ed. (1971) Workbook

Gregg Shorthand, Diamond Jubilee Series, 2nd Ed. (1971)
Student's Transcript

Century 21 Shorthand: Theory and Practice 1st Ed. (1974)
Shorthand Outlines, 1st Ed. (1974), Cassettes

Shorthand I--Second Semester

Gregg Dictation and Introductory Transcription, Series 90 (1978) Workbook, Student Transcript, Phrase-Letter Records, Multi-Channel Tapes: Channel A, Channel B, Channel C, Gregg Shorthand Transparencies: Set 3: Transcription/Typing, Set 4: Transcription/Spelling

Gregg Dictation, Diamond Jubilee Series, 2nd Ed. (1971) Student's Transcript, Workbook

Century 21 Shorthand: Intensive Dictation/Transcription, 1st Ed. (1974) Transcript, Second Semester (1974), Shorthand Dictionary (1976), Cassettes (1974)

SHORTHAND II

COURSE DESCRIPTION

Production shorthand includes extending dictation periods; extending time for transcribing mailable copy, using a variety of communications, giving occasional variable or office-style dictation, and transcribing "cold notes." It requires students to organize their work for maximum transcription efficiency and to perform under office conditions.

Activities include all previously learned typewriting and shorthand skills with special emphasis on improving transcription. Students should develop occupational skill and intelligence in basic office procedures concurrent with the development of dictation and transcription skills.

The major emphasis in Shorthand II is on the production of a maximum amount of high quality work in a minimum amount of time.

A minimum grade of "C" is recommended in Shorthand I to continue in Shorthand II.

PHASE I

BUILDING TRANSCRIPTION SKILLS

Time Element: 18-24 weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase I, the student should be able to:

1. make decisions and use efficient production techniques and procedures;

2. use efficiently the procedures of transcribing: setting up transcript in letter form, reading in thought phrases and for text and meaning, keeping the typewriter moving at an even rate, using the dictionary for word division and correct spelling, erasing errors and correcting them neatly, and proofreading and correcting errors;

3. develop occupational intelligence and skill in basic office procedures;

4. continue developing dictation and transcription skills; and

5. produce a maximum amount of high quality work in a minimum amount of time.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit I: Dictation Skills

Upon or before completion of this unit, the student should be able to:

1. take unpreviewed new-matter dictation for 3 minutes at 100 words a minute and transcribe on the typewriter with a minimum of 95 percent accuracy; 40%

2. transcribe on the typewriter for 3 minutes from homework notes at a minimum speed of 30-35 words a minute; 10%

3. take new-matter dictation at 80 words a minute consisting of 3 letters of approximately 150 words each, and type as many letters as possible in 30 minutes correcting errors, with at least one letter of mailable quality and typed with a minimum transcription rate of 20 words a minute; 20%

4. pass chapter tests which include theory words, spelling words, word usage, proofreading, punctuation and grammar applications, with a minimum of 75 percent accuracy; 20%

5. complete homework assignments each night as evidenced by notebook assignments turned in and checked by the teacher each day. 10%

PHASE II

TRANSCRIPTION AND PRODUCTION

Time Element: 18-24 weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase II, the student should be able to:

1. diagnose technique difficulties and work for improvement of these techniques in taking dictation and transcribing;
2. produce a maximum amount of high quality work in a minimum amount of time;
3. use dictation and transcription equipment;
4. compose mailable letters and other communications as required;
5. accept responsibility in making minor decisions;
6. exhibit desirable work habits and office traits;
7. develop vocational competency.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Unit 1: Transcription and Production

Upon or before completion of this unit, the student should be able to:

1. transcribe on the typewriter unpreviewed new-matter material dictated at 100 words a minute for 3 minutes to be transcribed wtih a minimum of 97 percent accuracy; 20%

2. transcibe on the typewriter for 3 minutes from homework notes at a minimum speed of 45 words a minute; 30%

3. transcribe into mailable form in 30 minutes, 4 letters of approximately 175 words each, dictated at 80-90 words a minute or office style with at least two letters in complete mailable form and typed with a minimum transcription rate of 20 words a minute; 30%

4. pass chapter tests which include theory words, spelling words, word usage, proofreading, punctuation and grammar applications, etc., with a minimum of 76 percent accuracy; 10%

5. complete homework assignments as evidenced by homework assignments turned in each day and checked by the teacher. 10%

Learning Activities

Transcribe letters from the textbook using double spacing. Close textbook and write shorthand outlines below transcription. (Students may check textbook for correct outlines.)

Review homework every day

Drill on theory, brief forms, and phrases

Read back aloud from the board and from notes

Practice taking notes in other classes

Take warmups at the beginning of each class

Take dictation and transcribe at various speeds

Practice transcribing from various sources--books, student's notes, teacher's notes, magazines, etc.

Practice taking dictation from sources outside of class, such as television, student council meetings, guest speakers, and other students

Transcribe on the typewriter dictated material from various sources

Review letter forms, themes, erasing, etc.

Do review exercises in punctuation, spelling, and grammar

Use letterhead stationery whenever possible

Proofread other students' work

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Compose and dictate letters for others in the class to transcribe

Compose and type materials for other teachers

Record on machines and later transcribe the same recordings

Go on field trips to view different types of recording machines in use today

Transcribe various letters, themes, and manuscripts on the typewriter

Make lists of desirable reference sources a secretary may need and use

STATE APPROVED TEXTBOOKS

Gregg Speed Building, Series 90 (1979)

Workbook
Student Transcript

Gregg Transcription, Series 90 (1979)

Workbook
Student Transcript

Gregg Speed Building, Diamond Jubilee Series, 2nd Ed. (1974)

Workbook
Student Transcript

Gregg Shorthand Dictionary, Diamond Jubilee Series, 2nd Ed. (1974)

Century 21 Shorthand: Advanced Dictation/Transcription, 1st Ed. (1975)

Transcript (1975)
Key to Previews (1976)
Legal Dictionary, 1st Ed. (1978)
Cassettes

Tapes. Leslie-Zoebek-Lemaster-Henson:

Tapes for Gregg Dictation and Transcription, Individual Progress Method

Business Letters for Dictation and Transcription

Filmstrip. Gregg Shorthand (EDL) Skill Building

Gregg Shorthand Picture Posters: Brief Forms and Derivatives

RESOURCES

Banks, Jane M. "Individualized Shorthand Instruction: Installation of an Innovation," Business Education World (November-December, 1974), pp. 12-13, 25.

Beta Iota Chapter Delta Pi Epsilon, Illinois State University and Alfred L. Kaisershot. Brief Forms' Letters Dictation Material.

Business Education for the Seventies, Office of the Superintendent of Public Instruction, Springfield, 1972, p. 137.

Business and Office Occupations, Curriculum Guide, Arizona State, State Department of Education.

Crank, Doris H. "Standards, Grading, and Testing for First-Year Shorthand," Chapter 10, 1962. American Business Education Yearbook, Secretarial Education with a Future.

Crank, Doris H. And Willie Oranda Pyke. "Suggested Strategies for Teaching Shorthand: Developing Shorthand Theory and Reading Skills (Part 1)." Business Education World (September-October 1979), pp. 3-4.

Crank, Doris H. and Willie Oranda Pyke. "Suggested Strategies for Teaching Shorthand: Writing Skills and Dictation Speed Development (Part 2)." Business Education World (November-December, 1979), pp. 8-10.

Crank, Doris H. and Willie Oranda Pyke. "Suggested Strategies for Teaching Shorthand: Transcription Skills (Part 3)." Business Education World (January-February, 1980), pp. 18-19.

Crank, Doris H. and Willie Oranda Pyke. "Suggested Strategies for Teaching Shorthand: Evaluation of Performance in Shorthand/ Transcription (Part 4)." Business Education World (March-April, 1980), pp. 14-15.

Dorrell, Jean and Kathryn White. "Mikey Likes C21--So Does Jane." Century 21 Reporter (Fall, 1979), pp. 1-2.

Douglas, Lloyd V., James T. Blanford, and Ruth I. Anderson. Teaching Business Subjects, Third Edition. Prentice-Hall, Inc., 1973.

Harms, Harm and B.W. Stehr. Methods in Vocational Business Education, Second Edition. South-Western Publishing Co., 1963.

Iowa Curriculum Guide, Iowa State Department of Education.

Leslie, Louis A. and Charles E. Zoebek. Instructors Handbook for Gregg Shorthand Functional Method, Series 90. Gregg Division, McGraw-Hill Book Company, 1978.

Leslie and Zoubek. Dictation for Transcription, DJ Series. Gregg/McGraw-Hill Book Company.

Leslie and Zoubek. Dictation for Mailable Transcripts. Gregg/McGraw-Hill Book Company.

Leslie and Zoubek. Transcription Dictation. Gregg/McGraw-Hill Book Company.

Leslie, Zoubek, Lemaster, and Jester. Transparencies for Diamond Jubilee Series. Gregg/McGraw-Hill Book Company.

Mengel, Nancy S. and Gail Modlin. "The Open Forum: Vimas: Florida's Approach to Developing the Basic Tools for Competency-Based Business Education Programs," Business Education Forum, Volume 34, Number 6, (March, 1980), pp. 3-9.

Oliverio, Mary Ellen. "Goals, Assumptions, and Activities in Teaching Shorthand Dictation/Transcription," The Balance Sheet, Volume LVI, No. 3, (November, 1974) pp. 100-103

Peterson, John. "A Weekly Plan for Teaching Transcription," Business Education World (January -February, 1976), p. 27.

Prigge, Lila L. "Measuring Shorthand Skill by Three- and Five-Minute Dictations," Business Education Forum, Volume 28, Number 5 (February, 1974), pp. 39-40.

Pullis, Joe M. "Concerns of Shorthand Teachers: Part II--Improving Methodology," The Balance Sheet (October, 1976), pp. 64-66.

Pullis, Joe M. "Concerns of Shorthand Teachers: Part IV--Improving Evaluation of Shorthand Students," The Balance Sheet (December, 1976-January, 1977), pp. 154-159.

Russon, Allen R. Methods of Teaching Shorthand. Monograph Number 119, South-Western Publishing Company, 1968.

Smith, Edgar Ray and Donald Reese. Shorthand: Dictation Letters. Words, Inc., Knoxville, TN, 1971.

Smith, Edgar Ray and Donald Reese. Shorthand: Reinforcement Material. Words, Inc., 1972.

Smith, Edgar Ray and Donald Reese. Shorthand: Vocabulary and Speed Tests. Words, Inc., 1974.

Sterns, Roberta N. "A Comparison of Traditional and IPM Shorthand on the High School Level," Business Education World (January-February, 1976), p. 27.

Teacher's Manual: Theory and Practice, Century 21 Shorthand, South-Western Publishing Company, 1974.

Teacher's Manual: Intensive Dictation/Transcription, Century 21 Shorthand, South-Western Publishing Company, 1976.

Teacher's Manual: Advanced Dictation/Transcription, Century 21 Shorthand, South-Western Publishing Company, 1976.

Zoebek. Progressive Dictation with Previews. Gregg/McGraw-Hill Book Company.

CLERICAL OFFICE PRACTICE

COURSE DESCRIPTION

This course is designed to introduce students to the duties of office employees and to acquaint the students with the special skills and abilities necessary for the competent office worker. Previously acquired skills will be updated and integrated with newly acquired skills. These skills should include obtaining proficiency in typing, filing, machine operation and duplication, communication, and acquiring poise in personal and office relations.

It should be understood that the minimum competencies specified in the performance objectives are based on the average student and constitutes a "C" grade upon completion of the course. Course prerequisites include a "C" in Typing I, a good background in English grammar and reading skills, and mathematical skills.

CLERICAL OFFICE PRACTICE

TIME SCHEDULE

Time	Unit*
2 weeks	A Career in the Modern Office
3 weeks	Producing Mailable Letters
3 weeks	Copying and Duplicating
5 weeks	Records Management in the Office
2 weeks	Receptionist Duties
3 weeks	Word Processing Equipment
2 weeks	Communication Services
1 week	Mailing and Shipping
1 week	Travel and Shipping
8 weeks	Office Typewriting
2 weeks	Financial Duties
3 weeks	Business Filing
3 weeks	Your Business Career
6 weeks	Office Machines

*These are suggested units from which a one-year course may be planned.

PHASE I

A CAREER IN THE MODERN OFFICE

Time Element: 2 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase I, the student should be able to:

1. recognize self-interest and abilities as related to specific clerical positions;
2. adjust behavior patterns to conform to accepted standards;
3. develop an awareness of appropriate clothing and appearance for office attire.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of this phase, the student should be able to:

1. choose, from a list given by the teacher, the ten duties that are the responsibility of the office worker--within ten minutes, with 85% accuracy.

2. describe secretary's behavior and personal appearance, identify the positive and negative features of appearance and actions--within 15 minutes, with 80% accuracy;

3. identity the qualifications necessary for varied clerical office positions by:

   a. writing a report giving the job description of general clerks, clerk typists, typist-stenographers, and transcribing machine operators;

   b. matching, with a minimum 75% accuracy, 15 clerical job titles with duties and responsibilities described.

4. reinforce basic skills in typing and proofreading by:

   a. typing three letters of average length, in modified block style with mixed punctuation--within 45 minutes, with 100% accuracy;

   b. typing a two-page manuscript, with a second page spread heading--within 30 minutes, with 100% accuracy.

5. Proofread three rough drafts and identify errors using proofreader marks with 85% accuracy;

6. identify those factors that contribute to acceptable personal appearance and behavior for the office by:

   a. answering--within 30 minutes, with 80% accuracy, five cases taken from Human Relations in the Office (South-Western Publishing Company), or other similar material;

   b. answering an objective test prepared by the teacher on proper office etiquette and other factors that contribute to successful office behavior--within 45 minutes, with 80% accuracy.

Learning Activities

writing a report giving the job description of general clerks, clerk-typists, typist-stenographers, correspondence and administrative secretaries for word processing, and transcribing machine operators

compiling a checklist of all the phases of proper office etiquette

participating in a class discussion on office problems concerning loyalty and trustworthiness

completing a Self-Analysis Rating Scale, Personality Development Test (supplied by South-Western Publishing Company), or similar material provided by the teacher

answering--with 70% accuracy, cases given from Human Relations in the Office, (South-Western Publishing Company)

preparing a booklet on proper clothing for the business office

SUGGESTED MATERIALS

Human Relations at Work--South-Western Publishing Company, 1981

Human Relations: Understanding Yourself--South-Western Publishing Company, 1981

Human Relations: With Employees and Employers--South-Western Publishing Company, 1981

Human Relations: Customers and Communications--South-Western Publishing Company, 1981

Human Relations: Class Activities--South Western Publishing Company, 1981

Communicating at Work--South-Western Publishing Company, 1979

Personality Development for Work--South-Western Publishing Company, 1981

Personality Development for Business, Fourth Edition, South-Western Publishing Company

Personal Development Transparency Series--South-Western Publishing Company

a. Dress-Ability
b. Employ-Ability
c. Ethics-Ability
d. Image-Ability
e. Job-Getting-Ability
f. Personality-Ability
g. Promote-Ability
h. Quality-Ability
i. Success-Ability
j. Time-Ability

Executive Profile--Gregg/McGraw-Hill

Working at Human Relations--Gregg/McGraw-Hill, 1977

Personal Psychology for Life and Work--Gregg/McGraw-Hill

Modern MS--Gregg/McGraw-Hill

Charm--Gregg/McGraw-Hill, 1977

Charm, A Portfolio of Activities--Gregg/McGraw-Hill, 1971

Office Etiquette--J. Weston Walch, 1981

Human Relations at the Office--J. Weston Walch, 1973

Listening Skills Activity Pack--J. Weston Walch, 1975

PHASE II

PRODUCING MAILABLE LETTERS

Time Element: 3 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase II, the student should be able to:

1. type letters acceptable to office standards in modified block style with or without paragraph indentions, block style, and AMS Simplified style;
2. type envelopes acceptable to office standards;
3. exhibit a knowledge of the use of open and mixed punctuation in business letters;
4. increase speed and accuracy when typing business letters;
5. develop the habit of proofreading.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of this phase, the student should be able to:

1. demonstrate knowledge of the letter placement table by:

   a. typing a letter with less than 100 words, using correct line and margin placement--within 15 minutes, with no more than one uncorrected error;

   b. typing a letter of 151-200 words, using correct line and margin placement--within 15 minutes, with no more than one uncorrected error;

   c. typing a letter with more than 200 words, using correct line and margin placement--within 20 minutes, with no more than one uncorrected error.

2. type the mailing and return address on ten No. 10 envelopes, using chain feeding within 15 minutes, with no more than a total of five uncorrected errors;

3. demonstrate knowledge of letter and punctuation styles by:

   a. typing a letter of 151-200 words with one carbon copy in modified blocked style, indented paragraphs, using mixed punctuation--within 15 minutes, with no more than one uncorrected error;

   b. typing a letter of 151-200 words with one carbon copy in blocked style, using open punctuation--within 15 minutes, with no more than one uncorrected error;

   c. typing a letter of 151-200 words with one carbon copy in AMS simplified style--within 15 minutes, with no more than one uncorrected error.

4. make the necessary corrections and type the letter in a style of his choice--within 45 minutes, with no more than a total of five errors.

Learning Activities

assembling a secretarial handbook consisting of handouts and work completed by the student

studying the guidelines for typing numbers, word division, capital letters and punctuation

making a collection of five business letters and describing briefly what might be done to make the letters more attractive

Supplemental Materials

Letter Composition Test, Clerical and Civil Service Training, Fifth Edition, p. 165.

PHASE III

COPYING AND DUPLICATING

Time Element: 3 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase III, the student should be able to:

1. recognize the various copying and duplicating machines;
2. prepare finished copy on the copying and duplicating machines available in the classroom.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase III, the student should be able to:

1. identify a minimum of five operational parts--within ten minutes;

2. correctly prepare the appropriate duplicating master and duplicate a specified number of copies, with appropriate accuracy and clarity. Evaluation will be made according to the following criteria:

   a. The student should not be evaluated on typing performance, but on machine-operation performance;

   b. The stencil or master should be correctly prepared and free from smudges;

   c. The student will correctly load the machine with standard or legal size paper;

   d. The student will insert the stencil or master into the machine correctly.

   e. The student will fill the fluid container if necessary and make any other machine adjustments;

   f. The text will be centered on the copies; the master and the copies will be free of wrinkles, with the text clear and legible.

3. complete written exam on the principles of the duplicating process within one class period with 80% accuracy.

Learning Activities

Preparing a personal information packet for the secretarial handbook, listing the various types of copiers and duplicators with the advantages and disadvantages of each type

Taking a survey of the businesses within the school's area, to see what type of copiers and duplicating equipment is being used in their offices

Preparing a spirit master, using different colors, to reproduce such items as letterheads, program covers, bulletin board announcements, newsletters, etc.

Typing a classroom newsletter on a mimeograph stencil, justifying the right margin, and reproducing enough copies for each class member to have one

Observing a local office supplies company demonstrate the preparation and duplicating of an electronic stencil

PHASE IV

RECORDS MANAGEMENT IN THE OFFICE

Time Element: 5 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase IV, the student should be able to:

1. alphabetically file names of individuals, business firms and other organizations;
2. use the filing equipment and supplies necessary for handling correspondence;
3. recognize the need for records and their maintenance;
4. prepare materials for filing;
5. arrange materials in folders;
6. use proper charge-out and follow-up procedures in the various types of filing.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of this unit, the student should be able to:

1. list the five types of filing systems and give two examples of each--within 15 minutes--with 85% accuracy;

2. given a minimum of 20 names of individuals and businesses, apply the rules for indexing--within 45 minutes--with 85% accuracy;

3. given a minimum of 15 documents, inspect, code, and cross-reference the documents--within 45 minutes--with 85% accuracy;

4. given a minimum of 20 samples of correspondence, arrange the correspondence in a file--within 45 minutes--with 85% accuracy.

Learning Activities

Participating in a class discussion on the need for records control and maintenance

Participating in a class discussion of the five different filing systems

Participating in a class discussion on the rules for filing names of individuals, businesses, and other organizations

Completing filing exercises given in the textbook or other supplementary materials

Preparing a chapter for the secretarial handbook on the types of filing systems, their uses, and the supplies and equipment needed for efficient filing

Completing a filing practice set which will utilize the rules for indexing, coding, cross-referencing, releasing, and the rules for filing individual and business names (examples: Gregg Quick Filing Practice Set published by Gregg/McGraw Hill and Alphabetic Filing Procedures published by South-Western Publishing Company).

PHASE V

RECEPTIONIST DUTIES

Time Element: 2 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase V, the student should be able to:

1. respond with knowledge about office policy and procedure when handling callers;

2. name and use the techniques of good office communication and correct language;

3. recognize the desirable personal qualities of the receptionist.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase V, the student should be able to:

1. complete a written exam relating to the duties and responsibilities of the receptionist--within one class period--with 90% accuracy;

2. complete an in-basket of receptionist jobs or duties and arrange them in order of priority--within 30 minutes--with 85% accuracy.

Learning Activities

Listing the skills used by the receptionist and giving examples of each

Assuming the role of a receptionist and using the correct business oral communication skills in handling and greeting callers in a taped conversation

Preparing an appointment calendar

PHASE VI

WORD PROCESSING EQUIPMENT

Time Element: 3 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase VI, the student should be able to:

1. list the various kinds of dictation and transcription equipment with the advantages and disadvantages of each;

2. transcribe messages from the equipment available in the classroom.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase VI, the student should be able to:

1. given a minimum of five minutes of dictated material, produce acceptable work based on the following criteria:

   a. The material will be typed accurately at a minimum production rate of 25 words per minute;

   b. The material will be attractively arranged on the page;

   c. Spelling, punctuation, and division of words will be correct;

   d. Common rules of grammar will be applied;

   e. All directions will be correctly carried out;

   f. Material will be proofread carefully before it is removed from the typewriter.

2. given a written exam on the various types of dictating and transcribing equipment, complete the exam--within one class period, with 80% accuracy.

Learning Activities

Writing letters to several dictating and transcribing machine dealers asking for information on their latest standard and portable dictating and transcribing units

Transcribing material dictated by the teacher or from prepared tapes

Improving language skills through various activities on grammar, spelling, and vocabulary

Supplemental Materials

Pretest--Office Systems, Clerical and Civil Service Training, Fifth Edition, p. 167

Posttest--Office Systems, Clerical and Civil Service Training, Fifth Edition, p. 183.

PHASE VII

COMMUNICATION SERVICES

Time Element: 2 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase VII, the student should be able to:

1. use correct techniques of handling incoming and outgoing calls;
2. name and use the types of telephone systems available;
3. name and use the various types of telegraphic services.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

During Phase VII, the student should be able to:

1. given a list of five situations, determine the appropriate telephone equipment or service to be used to relay a message--within 15 minutes, with 80% accuracy;

2. given a list of five situations, determine the appropriate telegraphic service to be used to relay the message--within 15 minutes, with 80% accuracy;

3. given a list of ten situations, determine the best method of communication services to be used to relay a message--within 30 minutes, with 80% accuracy;

4. given a written exam on communication services, the student will complete the exam--within 45 minutes, with 80% accuracy.

Learning Activities

Role-playing a given situation using the speech, vocabulary and voice techniques necessary for good telephone personality

Preparing telegram messages to meet the test of clearness and conciseness and determining the type of service needed

Typing telegram messages on telegram forms

Preparing a chapter on communication services for the secretarial handbook listing:
a. correct methods of handling incoming calls
b. correct methods of handling outgoing calls
c. the various types of telephone equipment available and their uses
d. the types of telegraphic services and the advantages of each type

PHASE VIII

MAILING AND SHIPPING

Time Element: 1 Week

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase VIII, the student should be able to:

1. follow standard procedures in handling incoming and outgoing mail;
2. name and use the classes of mail, postal services and methods of shipping.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase VIII, the student should be able to:

1. given a minimum of five problems requiring selection of mail services, select the most appropriate form of mail service and indicate why the particular choice was made--within 20 minutes, with 80% accuracy;

2. given a description of the manner in which a secretary deals with the office mail, evaluate the procedure by identifying the positive and negative aspects of the mailhandling routine--within 20 minutes, with 80% accuracy;

3. given a written exam on mailing and shipping services, complete the test--within class period, with 90% accuracy.

Learning Activities

Determining the most appropriate means of shipping specified items by making a short report on the advantages and disadvantages of at least five means of transportation.

Determining the type of package needed to transport different items by listing the type of packaging needed in the five major means of transportation.

Tracing a shipment from point of origin to destination with the following supplied by the teacher:
a. shipper's name and address
b. name and address to whom the goods were shipped
c. quantity of packages involved
d. shipping receipt
e. routing used

Preparing a chapter to be added to the secretarial handbook listing:
a. the duties in handling incoming mail
b. the duties in handling outgoing mail
c. the various classes of domestic mail or shipping service, giving examples of each
d. other available postal services
e. procedures used by volume mailers
f. the advantages and disadvantages of the different shipping methods

Completing an in-basket by arranging the jobs in order of priority, figuring the postal costs using a postal rate sheet provided in the in-basket (Example: 9 to 5 At The Business Office, In-Basket #2, published by Gregg-McGraw Hill)

SUGGESTED MATERIALS

Clerical Office Procedures--South-Western Publishing Company, 1978

Fundamentals of Office Occupations--Lake Publishing Company, 1980

Clerical and Civil Service Training--South-Western Publishing Company, 1979

ZIP Code Book

State ZIP Code Book

PHASE IX

TRAVEL AND SHIPPING

Time Element: 1 Week

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase IX, the student should be able to:

1. plan a business trip for an executive;
2. select proper method of shipping goods, and determine packaging requirements.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase IX, the student should be able to:

1. plan a business trip for an executive with travel information given by the teacher with 80% accuracy:
   a. prepare itinerary
   b. determine method of transportation
   c. complete expense forms
   d. make reservation confirmation
   e. determine travel funds needed

2. select the most appropriate means of shipping specified items by making a report on the advantages and disadvantages of at least five means of transportation;

3. determine the type of packaging needed to transport different items by listing the type of packaging utilized by the five major means of transportation with 80% accuracy;

4. trace a shipment--with 80% accuracy, using information supplied by the teacher:
   a. shippers name and address
   b. name of person to whom the goods were shipped
   c. address of person to whom the goods were shipped
   d. shipping date
   e. quantity of packages involved
   f. shipping receipt
   g. routing used

PHASE X

OFFICE TYPEWRITING

Time Element: 8 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase X, the student should be able to:

1. exhibit independence in the application of skills in typing specialized problems;

2. prepare and type detailed business reports.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase X, the student should be able to:

1. set up and type a tabulation problem, a table of contents, and a simple business report from rough draft copy supplied by the teacher with no uncorrected errors on each--within 50 minutes;

2. type a financial statement from rough draft copy supplied by the teacher--within 50 minutes, with no uncorrected errors;

3. using rough draft copy supplied by the teacher, type a resolution and the minutes of a meeting--within 30 minutes, with no uncorrected errors on each;

4. type a technical or medical report in acceptable form--within 45 minutes, with no uncorrected errors;

5. given the proper form and information by the teacher, the student will type a legal document (will or contract)--within 45 minutes, with no uncorrected errors;

6. given the proper forms and information by the teacher, the student will type a purchase order, a sales invoice, and an interoffice memorandum--within 30 minutes, with no uncorrected errors on each;

7. demonstrate ability to compose at the typewriter, producing a two-page unbound manuscript on a topic assigned by the teacher with all errors corrected.

Learning Activities

Preparing references for the secretarial handbook including the following: an illustrated guidesheet for typing business reports, a guide to proofreader's marks, and notes on typing legal documents, minutes, and financial statements.

Typing a report with a preface or letter of transmittal, a table of contents, a bibliography, and a title page

Preparing and typing a balance sheet and income statement from data given in the text, by the teacher, or from supplementary materials

Typing legal documents which should include a will, lease, and a contract

Typing resolutions and minutes of a meeting

Typing a technical and/or medical report

Completing a secretarial or typewriting practice set

SUGGESTED MATERIALS

Century 21 Typewriting--South-Western Publishing Company, 1977

Timed Writings About Careers--South-Western Publishing Company, 1975

Typewriting Drills for Speed and Accuracy--South-Western Publishing Company, 1975

Basic Typewriting Drills--South-Western Publishing Company, 1978

Triple-Controlled Timed Writings--South-Western Publishing Company, 1970

101 Typewriting Drills--South-Western Publishing Company, 1978

Report Typing--South-Western Publishing Company, 1980

Typewriting Speed Control Builders--South-Western Publishing Company, 1972

Legal Office Typing--South-Western Publishing Company, 1975

Statistical Typing--South-Western Publishing Company, 1980

Director's and Officer's Complete Letter Book--Prentice-Hall, 1965

47 Exercises for Typing Classes--J. Weston Walch

Intensive Clerical and Civil Service Training--South-Western Publishing Company, 2nd Edition

Reference Manual for Office Personnel--South-Western Publishing Company, 1981

Word Division Manual--South-Western Publishing Company, 2nd Edition

The Reference Guide--Houghton-Mifflin, 1980

The Medical & Health Sciences Word Book--Houghton-Mifflin, 1977

The Legal Word Book--Houghton-Mifflin, 1977

The Word Book--Houghton-Mifflin

The Written Word--Houghton-Mifflin

The Right Word--Houghton-Mifflin

SUPPLEMENTAL MATERIALS

Pretest--Typewriting and Following Instructions, Clerical and Civil Service Training, Fifth Edition, p. 135.

Posttest--Typewriting and Following Instructions, Clerical and Civil Service Training, Fifth Edition, p. 143.

PHASE XI

FINANCIAL DUTIES

Time Element: 2 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase XI, the student should be able to:

1. write checks properly;
2. prepare checks and money orders for deposit;
3. prepare a deposit slip;
4. prepare a bank reconciliation;
5. make payments from and replenish petty cash;
6. prepare payroll forms.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase XI, the student should be able to:

1. define the following terms--within 15 minutes, with 85% accuracy:
   a. depositor
   b. drawer
   c. payee
   d. overdrawn
   e. service charge
   f. outstanding check
   g. checking account

2. define and identify when shown an example by the teacher of the following items--within 20 minutes, with 85% accuracy:
   a. signature card
   b. deposit slip
   c. deposit receipt
   d. personal check
   e. checkbook
   f. endorsement
   g. cancelled check
   h. bank statement
   i. traveler's check
   j. cashier's check
   k. certified check

3. write at least 3 checks, using information provided by the teacher and a check facsimiles--within 10 minutes, with 100% accuracy;

4. given 3 check facsimiles made payable to the student, write--within 10 minutes, with 100% accuracy endorsements to illustrate:
   a. blank endorsement;
   b. full endorsement to a name specified by the teacher
   c. restrictive endorsement for deposit in a bank specified by the teacher.

5. fill out a deposit slip, using information given by the teacher--within 10 minutes, with 100% accuracy;

6. reconcile a bank statement, using information provided by the teacher, within 20 minutes, with 100% accuracy;

7. prepare and type a summary report of petty cash expenditures, using receipts provided by the teacher--within one class period, with 100% accuracy;

8. demonstrate concepts and knowledge and skills in payroll recordkeeping--with 80% accuracy by defining:
   a. FICA Tax
   b. Federal Income Tax
   c. Withholding Tax

Learning Activities

Participating in a class discussion or writing checks and banking activities

Preparing deposit slips

Preparing a bank reconciliation

Making entries in a petty cash book

Preparing a summary report of petty cash expenditures

Computing wages, when given information by the teacher

Computing Federal Income Tax from table supplied in the text

Computing FICA Tax
   a. from percentage given in textbook
   b. from table in textbook

Identifying the following forms when given samples, with 85% accuracy
   a. employee's withholdings exemptions certificate
   b. withholding tax statement

PHASE XII

BUSINESS FILING

Time Element: 3 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase XII, the student should be able to:

1. recognize the need for records and their maintenance;
2. alphabetically file names of individuals, business firms and other organizations;
3. use the filing equipment and supplies necessary for handling correspondence.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase XII, the student should be able to:

1. list the five types of systems and give examples of each--with 85% accuracy, on completion of assignment;

2. given a personal packet, prepare the types of filing systems, their uses, and the supplies and equipment needed for efficient filing.

Learning Activities

given a list of 100 names, apply the rules for indexing names of individuals--with 90% accuracy

given a list of 100 items, apply the rules for indexing names of business firms and other organizations--with 90% accuracy

given a list of 100 items containing 25 cross-references, apply the rules of cross-referencing--with 90% accuracy

SUGGESTED MATERIALS

Clerical Office Procedures--South-Western Publishing Company, 1978

Business Filing and Records Control--South-Western Publishing Company, Fourth edition

Fundamentals of Office Occupations--Lake Publishing Company, 1980

Quick Filing Practice Set--Gregg/McGraw Hill, Second edition

Alphabetic Filing Procedures, Practice Set--South-Western Publishing Company, Second edition

Clerical and Civil Service Training--South-Western Publishing Company, 1979

Filing Personal Names--South-Western Publishing Company

Filing Business Names--South-Western Publishing Company

Special Filing Situations--South-Western Publishing Company

Numeric Filing on the Job--South-Western Publishing Company

Supplemental Materials

Pretest--Filing, Clerical and Civil Service Training, Fifth edition, p. 151

Posttest--Filing, Clerical and Civil Service Training, Fifth edition, p. 155

PHASE XIII

YOUR BUSINESS CAREER

Time Element: 3 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase XIII, the student should be able to:

1. identify the ways to learn about job opportunities in the community;
2. develop an awareness of the appropriate clothing and appearance for a job interview;
3. complete an application form accurately and completely;
4. compose and type a letter of application with an enclosed personal data sheet.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase XIII, the student should be able to:

1. given a blank application form, demonstrate his ability to complete it, using the recommended techniques and procedures--within 20 minutes, with 100% accuracy;

2. identify a minimum of five ways of locating jobs--within ten minutes;

3. given an advertisement from a local newspaper, the student will compose and type a letter of application and a personal data sheet--within two class periods, with 100% accuracy.

Learning Activities

Listening to a personnel director of a local business or an employment counselor discuss the local job market and how to prepare for a job interview

Role-playing a job interview

Taking sample employment tests

SUGGESTED MATERIAL

Exploring Careers in Business--South-Western Publishing Company

Exploring Clerical Careers--South-Western Publishing Company

Exploring Secretarial Careers--South-Western Publishing Company

How to Find and Apply for a Job--South-Western Publishing Company

The Job You Want--How To Get It--South-Western Publishing Company

"I Want A Job" (transparencies)--United Transparencies, Inc.

Employment Interview Activity Pack--J. Weston Walch

Applying for a Job--Western Tapes

The Job Interview--Western Tapes

The World of Work--J. Weston Walch, 1980

Local Job Opportunities--J. Weston Walch

Career Exploration and Planning--Houghton-Mifflin

Finding Your First Job--Houghton-Mifflin

PHASE XIV

OFFICE MACHINES

Time Element: 6 Weeks

GENERAL PERFORMANCE OBJECTIVE(S)/GOAL(S)

During Phase XIV, the student should be able to:

1. demonstrate the ability to operate the calculator/adding machine by the touch method;

2. demonstrate the ability to use the function keys on the calculator/adding machine;

3. demonstrate the ability to use the stencil duplicating machine, the fluid master duplicating machine, and an offset machine.

SPECIFIC PERFORMANCE OBJECTIVE(S) AND MASTERY CRITERIA

Upon or before completion of Phase XIV, the student should with 80% accuracy be able to:

1. given a group of problems, demonstrate the ability to operate a calculator/adding machine by the touch method;

2. given a group of problems, demonstrate the ability to use the:
   a. plus key to add numbers
   b. minus key to subtract, to obtain credit balances, and to correct errors
   c. division key
   d. multiplication key
   e. subtotal key
   f. total key

3. demonstrate the ability to:
   a. use the decimal indicator
   b. round-off devices
   c. perform repeat addition
   d. perform repeat subtraction

4. given a group of problems, demonstrate the ability to multiply with constants;

5. given a group of problems, demonstrate the ability to compute individual extensions and accumulate them;

6. given a group of problems, demonstrate the ability to compute cash, trade, and chain discounts, and to obtain net amounts;

7. given a group of problems, demonstrate the ability to obtain markup and markdown and the percentages of increase and decrease;

8. given a total of business expenses, demonstrate the ability to prorate the expenses by departments;

9. given a group of problems, demonstrate the ability to compute interest charges;

10. given a group of problems, demonstrate the ability to use three-factor multiplication procedures to solve business problems;

11. given a group of problems, demonstrate the ability to divide several amounts by the same divisor without reentering it each time;

12. given a group of problems, demonstrate the ability to change fractions to decimals in order to add, subtract, multiply, and divide amounts containing fractions;

13. given a business report, demonstrate the ability to add the columns horizontally and vertically to verify the report;

14. given a group of problems, figure commission;

15. given a group of problems, figure the cost of buying on the installment plan;

16. given a group of problems, figure compound interest;

17. given a group of time cards, demonstrate the ability to figure payroll.

Duplicating Machines

1. demonstrate the ability to plan a layout, cut a stencil, and operate a stencil duplicating machine;

2. demonstrate the ability to prepare a fluid master and duplicate copies;

3. demonstrate the ability to prepare an offset master and duplicate copies.

SUGGESTED MATERIALS

Office Machines Course--South-Western Publishing Company, 1979

Business Machine Series--Educational Research Associates, 1968

Comprehensive Business Machines Course--Book 1--Fearon Pitman Publishers, Inc. 1976

Comprehensive Business Machines Course--Book 2--Fearon Pitman Publishers, Inc. 1976

Electronic and Mechanical Printing Calculator Course--South-Western Publishing Company, 1974

Duplicating Machine Processes--South-Western Publishing Company, 1975

Electronic Display Calculator Course--South-Western Publishing Company

Ten-Key Adding-Listing Machine Course--South-Western Publishing Company

STATE APPROVED TEXTBOOKS

OFFICE PRACTICE

General Office Procedures, 4th Ed. (1975) (Gregg) Workbook (Gregg)

Gregg Quick Filing Practice (1965) (Gregg)

Practice Instruction Manual--Student's Guide to Practice Materials In Progressive Filing, New Series (Gregg)

Clerical Office Procedures, 6th Edition (1978)
Supplies Inventory

Tests 1-2 and 2 Examinations (South-Western)

Clerical Office Procedures, 5th Edition (1979)
Office Work Assignments (South-Western)

Lester Hill Office Simulation, 2nd Edition, (1979)
Employee's Guide
Supply Room
Expansion Package
Orientation Filmstrips (Gregg)

Intensive Clerical and Civil Service Training, 5th Edition (1978)
(South-Western)

Word Division Manual, 2nd Edition (1970)

Indio Paper Co.--The Clerk Typist, An Office Job Simulation, 1st Edition (1977) (South-Western)

The Accounting Clerk, Mountain View Office Supplies, Inc., 1st Edition (1977) (South-Western)

Applied Secretarial Procedures, 7th Edition (1974)

Secretarial Office Procedures, 9th Edition (1977)
Supplies Inventory
Tests 1-12 and 2 Examinations (South-Western)

Secretarial Office Procedures, 8th Ed. (1972)
Secretarial Work Assignments (South-Western)

Reference Manual for Office Workers, 1st Edition (Paper) (1977) (Glencoe)

The Word Book, 1st Edition (Hardbound) (1975) (Glencoe)

The Secretary: An Integrated Block Program (1978)
Secretarial Training Handbooks (Set of 4)
Integrated Skill Builders
Stenographic Recordings
Nonstenographic Recordings (Gregg)

The Receptionist People's Trust of Little Rock,
An Office Job Simulation, 1st Edition (1975) (South-Western)

Executive Offices of America--The Secretary, An Office Job Simulation
1st Edition (1975)
Cassette for Dictation Material (South-Western)

The Legal Secretary--Freeman, Rosa, and Arnold (1977) (South-Western)

Machine Transcription Word Processing, 1st Edition (1979)

Reference Manual for Office Personnel, 5th Edition (1970) (South-Western)

Legal Office Typing, 1st Edition (1975) (South-Western)

Serendipity, Inc., An Office Simulation, 1st Edition (1975) (South-Western)
Employee Manual